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ABSTRACT

This yearbook on innovative learning strategies in colleges is divided into four parts. "Part I: Description of Program Models" contains descriptions of an alternative learning center at Pima Community College, Tucson, Arizona; a program combining technology with humanism at El Camino College, Torrance, California; the developmental studies program at Kearney State College, Kearney, Nebraska; and a discussion of a competency packet on critical reading from North Shore Community College. "Part II: Application of Successful Teaching Strategies" contains articles concerning becoming testwise, peer tutoring for study skills, a modification of SQ3R as a strategy for test taking, piggybacking reading and study skills onto college courses, stimulating self-observation for improvement in reading, and tension control as a key to reading efficiency. "Part III: Samples of Practice Material for Instruction, Diagnosis, Evaluation, Record Keeping, Publicity or Public Relations" contains descriptions of a diagnostic prescriptive cataloguing system for laboratory materials, an audiotape adaptation of a phonics test, and an individualized instructional sequence for English as a Second Language students. "Part IV: Reports of Research--Successful or Not" contains three reports concerning college reading courses and instruction. (MKM)

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INNOVATIVE LEARNING STRATEGIES

1979 - 1980

FIRST BIENNIAL YEARBOOK

of the

COLLEGE READING IMPROVEMENT -

SPECIAL INTEREST GROUP

of the

INTERNATIONAL READING ASSOCIATION

(Sixth Yearbook of the former IRA SIG/Two Year College)

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INNOVATIVE LEARNING STRATEGIES, 1979-80*

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PART I

DESCRIPTION OF PROGRAM MODELS

Prepared by:

Theria M. Beverly, M.Ed.

Co-Director of Alternative Learning Center
and Lead Faculty, Reading/ESL

Pima Community College - Downtown
Tucson, Arizona

April 1979

The Alternative Learning Center: An Innovative Strategy for the 80's

Introduction

"Endemic to education and to educators is a disposition to search for the new, the different, the flashy, the radical, or the revolutionary." (1:8) This attitude has caused public education to change at an exponential rate in the past several decades--"non-grading". "team teaching", "individuation", "programmed instruction", "paraprofessional", and other innovative practices have come into vogue (1:8). And too, "the educational sights of the people have risen as schooling and going to college have been equated with the attainment of the good life" (6:157). If our schools are to have relevance to these new directions, they must surpass the rigidity of the past and become facilitators of future-oriented programs. What is needed, it seems, is a theoretical model for a future-oriented curriculum and instructional materials to implement this curriculum.

Purpose

The purpose of this paper is to provide a model which extends the boundaries of knowledge to the basic skills of reading, writing, mathematics and to cognate areas. This model should enable educators to obtain a thorough understanding of the effects of innovative strategies on academic achievement. An Alternative Learning Center can be an exemplary model for this endeavor and the observation of treatment effects (Dx + Rx) should be an important quantifier of what the learning process is all about. Decidedly, a deeper understanding of what is involved in the learning process is more important for the educator "than any expectation of better and efficacious instructional materials" (10).

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Rationale

The American college student is confronted with an educational task that is far more problematic in depth than encountered by his forebears--understanding complex and technologically advanced materials. And too, research has proven that more than fifty percent of entering college freshmen lack the skills for meeting the demands of college and of life-time pursuits. For example, in the spring semester of 1979 more than one-third of the students at the Pima Community College-Downtown Campus were enrolled in remedial courses.

These changes in public education might have closed the doors of opportunity to countless young people were it not for the development in our century of the two-year community college (3:3). Since its inception the community college has emphasized an open curriculum which promotes innovation but is not apathetic to the students' needs. Philosophically, education should be a flexible, open experience wherein the curricula and methodology are adaptable to a changing society. The schools--students, teachers, administrators, and staff--should objectivate to achieve these ends (2).

Assumptions

How does one go about designing an Alternative Learning Center? Before answering this question it is imperative that you formulate an attitude toward learning and knowledge; it takes time to visualize the notions of openness. And too, every individual is not compatible with this futuristic direction. Rogers suggests an intensive experience such as "T" groups for effective change (8:304).

The entire organization--the school, the administrators, and the community--must be involved in developing the philosophy and the assumptions, and in assessing available resources.

Ronald Barth has compiled the following salient assumptions that depict a theoretical framework for understanding open education models (1).

Opinionnaire

INSTRUCTIONS: Indicate your feelings about each statement.

SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree, SD=Strongly Disagree

_____Individuals are innately curious.

____The individual displays exploratory behavior if he is not threatened.

____ Confidence in self is highly related to capacity for learning.

____ Active exploration in a rich environment, offering a wide array of manipulative materials, will facilitate learning.

____ Individuals have both the competence and the right to make significant decisions concerning their learning.

____ When two or more persons are interested in exploring the same problem, they will choose to collaborate in some way.

____ Individuals learn and develop intellectually not only at their own rate but in their own style.

____ Individuals pass through similar stages of intellectual development, each in his own way and at his own time.

____ Intellectual growth and development takes place through a sequence of concrete experiences followed by abstractions.

____ Verbal abstractions should follow direct experience with objects and ideas, not precede them or substitute for them.

____ Errors are necessarily a part of the learning process.

____ Objective measures of performance may have a negative effect on learning.

____ Learning is best assessed intuitively, by direct observation.

____ Knowledge is a function of one's personal integration of experience and therefore does not fall into neatly separate categories or "disciplines"

____ The best measure of a student's work is his work.

____ Little or no knowledge exists which is essential for everyone to know.

Definitions of Terms

The Alternative Learning Center has several descriptions: Instructional Materials Center, Instructional Lab, Tutorial Center, Open Instructional Lab, Reading Lab, Learning Resource Center, Developmental Lab, Learning Assistance Center, Skills Center/Lab, and so on. Definitively, the Alternative Learning Center (ALC) is an interdisciplinary center for the improvement of learning. It is designed to develop knowledge, skills, and abilities that are amenable to student needs. The ALC is not only a course "instead of"; it is a supplemental approach that is designed to enrich and extend instruction. Resources may in-

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clude academic or non-academic experiences.

At the helm of the ALC is the Director or Coordinator. The Director is an educational manager and learning facilitator who develops supportive services through cooperative planning with Lead Faculty and School Administrators.

The Media Specialist is a paraprofessional who coordinates audio-visual equipment, learning assistance, staff records, and testing services.

The Lead Faculty are educational specialists who facilitate the lab instruction and staff development for a particular subject area, e.g., Reading Lab, Math Lab, and Writing Lab.

The Lab Attendants are non-instructional staff who assist the lead faculty with scheduling, record keeping, and implementation of the instructional plan.

Instructional Aides/Tutors are learning assistants who provide help for individual students.

Student Aides are clerical and/or tutorial staff who assist with lab functions as may be specified.

Strategies for Designing an ALC

There is no universal model for designing an Alternative Learning Center. However, these suggested guidelines have been successfully implemented at Pima Community College-Downtown Campus, Tucson, Arizona, and other colleges (2).

1. The ALC program provides individualized self-paced instruction and tutorial assistance.

2. Learning support is available for all content subjects; computer science, history, political science, psychology, math, reading, writing, humanities, drafting technology, and ESL have regular center contact.

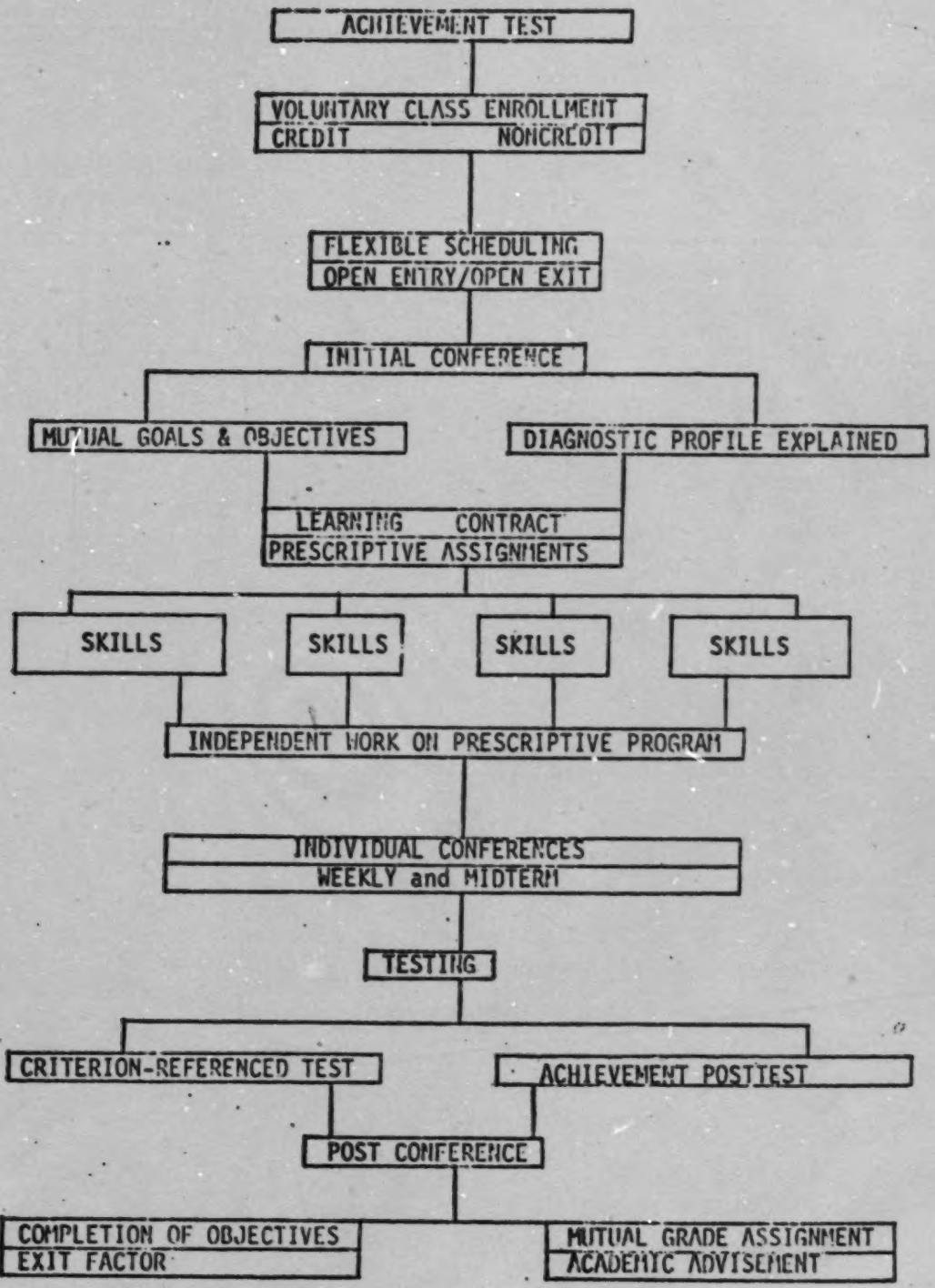
3. Alternative modes, materials, and services are innovative--autotutorial labs, minicourses, modularization, computerized instruction, tapes, slides, film, artifacts, teaching machines, transparencies, visual aides, peer counseling, tutoring, simulations, books, microfiche, microfilm, self-teaching and self-testing materials, television, and cooperative education.

4. Diagnostic pretests and prescriptive treatment are utilized to make decisions about learning. (See Model of Individualized Prescriptive Instruction.)

5. Different laboratories are used: A Reading Lab, a Mathematics Lab, a Writing Lab, and a Media Lab are the major areas for instruction.

6. Instructors are available for individual conferences and academic counseling. Both full-time and part-time faculty are on the instructional team.

7. Assessment of competence is based upon post-testing and student/teacher evaluation of instruction.



MODEL OF INDIVIDUALIZED PRESCRIPTIVE PROGRAM OF INSTRUCTION
PREPARED BY THERIA M. BEVERLY, PIMA COMMUNITY COLLEGE-DOWNTOWN CAMPUS

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8. Each lab has a lab attendant, instructional aides, and student aides. (See the ALC Organizational Chart.)

9. Scheduling is open and flexible; arrangement is based upon student needs.

10. The Curriculum is designed to meet the individual needs and interests of individual learners; enrollment is non-traditional--for credit or for drop-in services.

11. Open-entry/Open-exit is the college policy, i.e., with instructor consent a student may enroll or complete a course at any time.

12. Concurrent course offerings make more courses available. Math offers eighteen one-hour modules which are equal to six courses. These courses include basic arithmetic, beginning algebra, intermediate algebra, college algebra, technical mathematics, and finite math.

    Reading offers thirty-one modules which are equal to twelve courses. Basic and higher level reading courses are available, as are mini-courses in spelling, comprehension, study skills, test-taking and vocabulary development.

    Writing offers seven courses in a concurrent schedule. Three of these courses are one-hour modules: Sentence Patterns, Punctuation, and Paragraphs. Developmental Writing and three college-level writing courses are included.

13. Traditional lectures and small groups are not obsolete, but are seldom used; listen and read tapes, film, and slides are in demand.

14. The environment is open, comfortable, well-lighted, friendly, and adaptable to multiple needs. Students are free to move from one area lab to another without leaving the facility.

Administrative Procedures

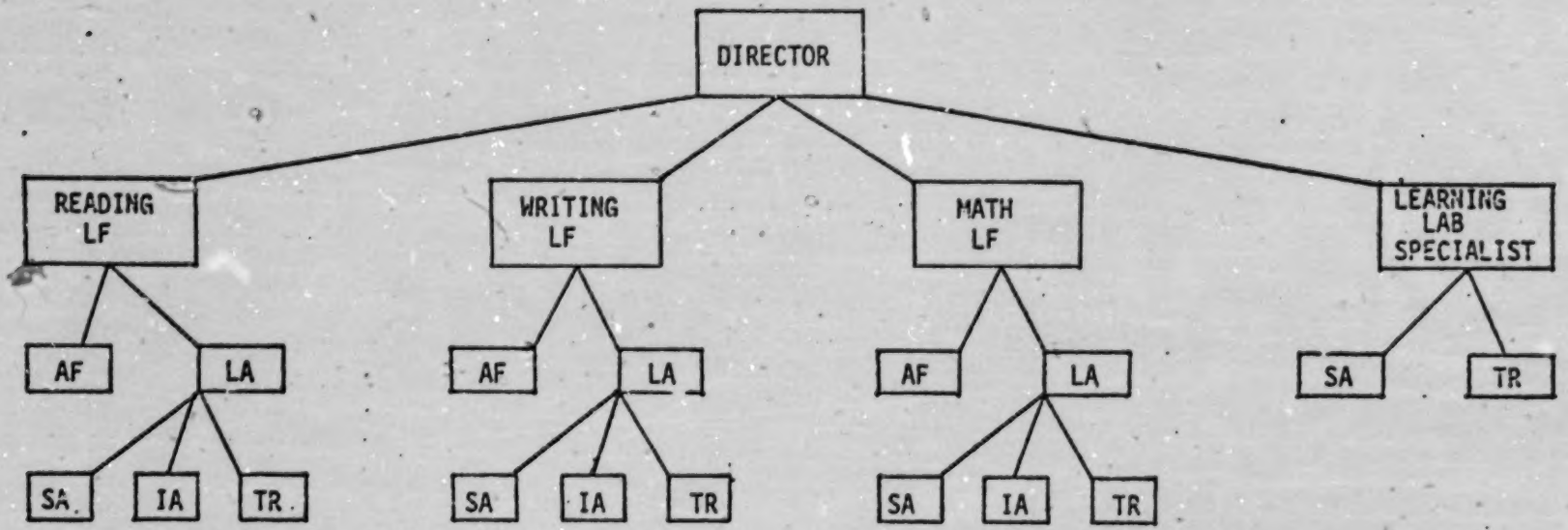
There are three different ways to administer the learning center. An effective instructional program synchronously uses several techniques.

The Open Lab is available for those who are not enrolled for credit. Students use the lab for occasional assistance or for special assignments. Also called Drop-In Lab.

The Instructional Laboratory is available for credit. The student is expected to plan and to complete an independent study.

The Conventional Classroom is a directed learning situation; it is an alternate mode to laboratory classes. Occasional lectures, small group activities and/or one-to-one instruction are included in a sequentially structured setting.

ALTERNATIVE LEARNING CENTER
ORGANIZATION CHART



Legend:

LF = Lead Faculty
IA = Instructional Aide
SA = Student Aide
AF = Associate Faculty
LA = Lab Attendent
TR = Tutor

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Implications for the Future

Here is a plan which has true value in that it allows experimentation as well as motivation. It also facilitates student success, promotes creative responses, not a right-wrong answer syndrome (8); encourages student's responsibility for his own learning; discourages attrition; identifies specific learning problems; and alleviates social problems through higher education for all, especially the disadvantaged, the deprived, or the displaced person.

As with all systems there are debilitating influences: (1) Some administrators fear change; (2) Necessitates faculty/staff development; (3) Costly to maintain; (4) Non-availability of trained facilitators; and (5) Requires a team approach, i.e., empathy and unlimited cooperation.

We believe in the Alternative Learning Center concept because it is humanistic ...it considers the needs of the students, not the teachers' dreams. It is realistic...students learn how to learn while other models teach teachers to teach. It is futuristic..."the experiences are adaptable to a changing society" (2).

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Abstract

Public education has experienced change in the past several decades. If schools are to have relevance to these new directions, they must surpass the rigidity of the past and become facilitators of future-oriented programs. What is needed, it seems, is a continuum of innovative experiences which maximize life adjustment. An Alternative Learning Center (ALC) is an exemplary model for this endeavor.

By parallel, these are the basic differences between conventional models and open education models:

To	From
Flexibility	Rigidity
Personalization	Groupness
Individualization	Lecture
Alternative	Unimodel
Openness	Closed
Modularized	Discussion
Laboratory	Classroom
Mini-Courses	Academic Subjects
Director/Staff/Students	Teacher/Students
Creativity	Right-Wrong Syndrome
Credit/Non-Credit	Credited
Letter Graded/Pass/Fail	Letter Graded

I believe that education should be a flexible open experience wherein the curricula and methodology are adaptable to a changing society. The schools--students, teachers, administrators and staff--should objectivate to achieve these ends.

Sallie Brown, William Carnahan, Dan Houston, Gene Kerstiens, and Hamilton Maddaford

Technology with Humanism Supports Learning

Can an established, some might say prestigious community college meet the challenge of the "New Student" population in ways that are at once humane *and* cost-effective, technologically-mediated but personal in approach? The staff of El Camino College's Learning Assistance Center does not presume to have the perfect answer, but they believe they are moving in the right direction.

Patricia Cross has convincingly indicated new directions promising successful treatment of non-traditional students. And as a consequence of their extensive research, Roueche and Mink more particularly suggest that these "new learners" can enjoy a higher rate of success in the college experience when engaged with "caring" practitioners who employ mediated strategies in an appropriate learning environment. This trend in the humanistic use of technology may be seen in learning assistance centers.

Such centers have been defined as places "functioning primarily to enable students to learn more in less time with greater ease and confidence; offering tutorial help, study aids in the content areas and referrals to other helping agencies; serving as a testing ground for innovative machines, materials, and programs; and acting as academic ombudsmen."

The Learning Assistance Center at El Camino College in Torrance, Calif., conforms to this definition in many respects. Its 5,050 square feet of carpeted, comfortably and colorfully furnished, flexible space is open 57 hours weekly. Staff members consider themselves learning facilitators and are committed to the notion that each student should participate in the assessment of his learning problems as well as the choice of appropriate materials and programs. While the Center is equipped with media, software, and programs, these are not prescribed perfunctorily for students or without the ready availability of human contact and consultation. For students needing one-to-one assistance with a specific course, peer tutoring is provided. And for students requiring additional support not available in the Center, referrals are made to other campus services. Occasionally, staff members assume the function of *ad hoc* academic ombudsmen when students are confused by or caught in the academic machinery in an urban college of 28,000 students.

Services are of three main types: drop-in services, individualized instruction, and intensive small group instruction.

Drop-In Services

The 'drop-in' service provides for immediate access to assistance, and immediate payoff in terms of speedy resolution of felt difficulties. Plagued by a short-term problem, a student may receive a quick assessment of the problem by a staff member, after which the student is directed to a staff person with proficiency in the area of need—for example, math skills—and together they resolve the problem.

Drop-in services may include conferences with staff, instructors or career counselors; "crash" study for an upcoming exam; advice on the first draft of a theme; the opportunity to review previously taped instructional television classes; quick review and reinforcement via audio-tutorial programs in accounting, nursing, real estate, and some language materials.

In these situations, staff members sometimes find themselves acting as ombudsmen for students who need accommodation in their classes or intercession with their instructors.

Individualized Instruction

Mediated individualized instruction on a contract/non-contract basis is another means of serving the student's immediate needs by blending humanism

Sallie Brown and William Carnahan are learning facilitators specializing in communication skills; Dan Houston specializes in communication skills and English as a second language; Gene Kerstiens is associate dean, Instruction, Learning Assistance Center; and Hamilton Maddaford is dean, Educational Services Division, El Camino College, Torrance, California.

Instructor works with students during office hours at El Camino.

with technology. Here, students work independently, establishing their own time and pace. However, they are geographically located within a few feet of instructors, lab technicians, and tutors, thus benefiting from personal contact in a non-threatening, self-directed learning situation.

Rapport is established at the first conference when instructor and student discuss the latter's own observations and evaluations about his or her learning background and styles as well as diagnostic scores. Together they decide upon potential programs, relying upon the student's reactions to such materials.

Larry Duncan, a 29 year old veteran, revealed at the first conference his deficiency in vocabulary. The instructor's role, in this case, was to suggest various vocabulary programs for Larry to sample and to serve as a resource person.

Larry elected to be a non-contract student, one who has no written commitment to the Center. He keeps a folder in the Center for his own convenience and works on his programs at his own discretion, contacting an instructor or lab technician as needed.

Julia Marino, a woman in her early forties returning to education and suffering from anxiety about reentry, was unsure of her academic ability. Her instructor's role has been not only to provide diagnostic and prescriptive services but to work closely with Julia to provide the moral support she needs.

Julia chose to be a contract student, electing the option of a commitment to complete her contract during the semester for one unit of credit. She establishes her own hours and has a weekly conference with her contract instructor to discuss her progress, re-evaluate the selected programs, establish short-term goals, and receive guidance.

The tutoring program at the Center serves students who find themselves in academic difficulty of a sort larger than the scope for which drop-in service was intended. Its distinctive features are to provide speedy access to the tutoring pool and direction of the individual tutoring sessions. Funded from a variety of sources, the tutoring program operates without charge to the individual student. The tutoring sessions are non-credit, one-on-one interactions designed to improve the student's ability to succeed academically. Student demand for this service is greater than can be met. Pertinent findings indicate that 85.4% of the students who had received 10 or more hours of tutorial services indicated that their achievement level improved, and that 57.2% would have dropped the class without such assistance.

Small-Group Instruction

Mediated individualized instruction is provided in a class structure in Learning Skills A, designed for identifiable high risk students referred by counselors. Working on a contract basis, the instructor and student have continuous planned and spontaneous conferences to determine which materials fulfill the student's needs—but even more importantly those that fit his or her style of learning. Some students learn best through a visual medium, others through an aural one, or a combination of both methods.

The student not only has immediate access to the instructor but to the entire Learning Assistance Center staff and materials. A student working on a grammar unit may want to work with a tutor at the English tutoring table or with a lab technician proficient in syntax. If a student has a specific problem, the instructor may refer the student to consultation with a specialist.

Thus the Learning Skills A student is not limited to the time and talents of one person—he is surrounded by persons and programs to assist him in the course's main goal: to assimilate him into academic classes with a built-in success factor.

The Learning Assistance Center staff has found that an even better alternative for strengthening basic skills is the one unit minicourse, designed to concentrate on one specific skill at a time on a credit/non-credit basis: workshops in test-taking, listening-notetaking, critical thinking, prewriting, and preparation for the social and behavioral sciences. Spelling and vocabulary minicourses will be added.

Indeed, the major advantage of the minicourse is its precise focus. Rather than committing oneself to an 18-week semester in order to gain one needed skill from a class syllabus of perhaps 10 to 12 unneeded or already acquired skills, the student can take a six-week minicourse.

Of 141 students who completed minicourses recently, 69 percent perceived that the main reason they took the minicourses was the concentration on a single skill. Most of them liked learning in small units, a method which also allows for depth. Another advantage is the emphasis not on content, but on teaching a process: how to take notes, how to organize thoughts, how to study, how to build vocabulary.

Three years ago certain instructional aspects of English as a second language were turned over to the Learning Assistance Center. Faced with little evidence that traditional forms of instruction prove successful in achieving English language proficiency, the Center's program was shaped by Schumann's concepts of social and psychological distance. These concepts hypothesize that the ability level achieved by the learner is directly proportional to the extent of distance or separateness between the language-learner and the native population. In simple terms, without maximum human contact, the student's learning is hampered. The Center, unlike the traditional classroom and language lab which isolate the student from native speakers, is filled with a variety of native speakers of English, and the potential for increased interaction and contact is evident.

The oral English courses taught in the Center make maximum use of an environment which allows 25 students to be broken into smaller components, increasing the intensity and extent of interaction. Three smaller units pass through three learning stations which involve contact with a native speaker. Too, the student is responsible for gathering his own materials at the check-out counter, which involves dealing with additional speakers of English.

A Management Viewpoint

While the primary mission of a Learning Assistance Center is to assist students, there are corollary advantages that accrue to the instruction program and to the financial well-being of the college district. To community colleges concerned about student attrition or drop-out rates (ranging from 30 to even 50 percent each semester), and the subsequent loss of revenues based upon retention in the classroom, the services of a Learning Assistance Center offer

a new hope. Because they are immediately available and unfettered by semester or calendar constraints, Centers can assist in bringing dropouts back to the classroom. A student who withdraws in the fourth week from a psychology class because of an inability to take notes or mark a textbook meaningfully can be referred to a six-week minicourse, Preparation for the Social and Behavioral Sciences, which begins in the seventh week. Having completed this minicourse successfully, the student may enroll for the last six weeks in a workshop in test-taking. Thus, the student salvages two of the three units lost when withdrawing from psychology, stays enrolled in his other classes, and reenrolls the next semester more adequately prepared to succeed. The financial impact of maintaining a high ratio of weekly student contact hours to full time equivalent faculty makes this program decidedly cost-effective.

The student on a funded program also reaps a financial reward because he or she is able to retain the unit level and thus stave off cuts in financial aid, social security, or veterans benefits. A one-unit learning contract completed may well be the difference between staying in college or withdrawing completely for lack of funds.

Minicourses, individualized mediated contract instruction, instructional telecourses, and learning skills classes all produce direct revenue generated by enrollments. The use of a team of student technicians, peer tutors, and classified service para-

Continued p. 27

professionals under the direction of a few full-time faculty and an administrator provides maximum service that is cost-effective.

Of equal importance are the benefits to the faculty, many of whom are hard-pressed to deal with the "new breed" of student who cannot survive in a traditional classroom atmosphere. The concerned instructor who can refer an "academically sick" student to the Learning Assistance Center and then cooperatively work with its specialists to keep the student "afloat" in the class feels that the college is not only aware of the student's need to succeed but also the instructor's desire to help the student survive in his course.

Lastly, the innovative, problem-solving, caring mixture of technology and humanism characteristic of this new type of Learning Assistance Center provides a stimulative model for individualized instruction, prescriptive in nature and based in competency. Instructional administrators desirous of encouraging such alternative teaching strategies can do much by helping to build such an environment. In the end, it may encourage more positive faculty change than the sum total of all conferences, workshops and staff development sessions. □

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DESCRIPTION OF PROGRAM MODEL, DEVELOPMENTAL STUDIES

Kearney State College
Kearney, Nebraska

by

Kathy Carpenter, Director
Learning Skills Center

April 10, 1979

Kearney State College, a liberal arts institution with an open admissions policy, serves approximately 6000 students and offers both undergraduate and graduate degrees. In the spring of 1975, the college made plans to open a developmental Learning Skills Center. Visits and consultations with other institutions in Nebraska and neighboring states identified strengths we wished to emulate as well as weaknesses we needed to avoid.

We strongly felt that our Learning Skills Center should offer students a non-threatening atmosphere in which to improve their learning techniques; however, the stigma often attached to such centers must be avoided. In order to achieve these goals, we drew from the experiences of other colleges and formulated the following policies:

1. All participation would be voluntary.
2. Short courses in specific areas, rather than semester-long classes, would be offered.
3. Each course would be worth 1 hour credit on a pass/fail basis.
4. Attendance and participation would be mandatory in order to receive credit.
5. Classes would be kept small, fostering an intimate and non-threatening atmosphere.

In the fall of 1975 we began offering 7 modules to help students raise grades and achievement in their other academic courses. Each of the modules lasts four weeks and is limited to 12-15 students. The classes meet for an hour twice weekly, and the students are required to complete an hour-long lab assignment in conjunction with each class meeting. Both content and standardized pre and posttest are utilized in each module. Students may take as many modules as they wish, although we encourage them to take only one at a time.

A synopsis of the content of the modules is as follows:

1. Study Skills - Exercises in organization of time, efficient textbook study, use of margin notes and underlining, and memorization techniques are covered.

2. Listening and Note-taking - Emphasis is on effective listening, concentrating, identifying important concepts, organization of efficient notes and use of notes in reviewing.

3. Vocabulary Expansion - Development of a college-level vocabulary is achieved by a study of higher-level words and the use of contextual clues. Also included is a study of prefixes, suffixes and root words. Games, with rewards for the winning teams, increase incentive to master assigned voabulary.

4. Test Anxiety - Hints on how to do better in all types of testing situations, self-relaxation techniques, and helpful pre-test habits that discourage cramming and encourage systematic preparation are stressed.

5. Reading Improvement I - Developing reading comprehension skills, improving reading rate, and reading for main ideas and significant details is emphasized.

6. Reading Improvement II - Prerequisite: Reading Improvement I. While continuing to improve reading rate as they maintain comprehension, students develop skills in discovering organization and reading critically.

7. Spelling Improvement - An individualized approach is used to teach students a self-correctional method they can use to improve their spelling abilities. Work is also done on spelling rules as well as specific spelling difficulties.

Description of Program Model...continued

Students are encouraged by their academic advisors to take advantage of the courses offered in the Learning Skills Center; however, no student is coerced into enrolling. The Learning Skills Center on our campus seems to have acquired a reputation as the place to go in order to get a 'competitive edge' rather than a reputation as a place for academic misfits or probable failures.

Wide publicity (during the regular school year and summer freshman orientation) and word-of-mouth student testimonials are largely responsible for the phenomenal growth of our program. In the past 3½ years we have tripled our physical space, facilities and teaching staff. Since we are still turning students away additional expansion is planned for the 1979-80 school year.

Students enrolled per semester are as follows:

Fall semester, 1975 - 79
Spring semester, 1976 - 183
Fall Semester, 1976 - 327
Spring semester, 1977 - 345
Fall semester, 1977 - 481
Spring semester, 1978 - 504
Fall semester, 1978 - 690

We conducted 48 separate modules this semester and have 52 scheduled for the coming fall semester. We are also planning on offering modules during the 1979 summer session.

Pre-test results indicate that students are aware of their areas of weakness and do, in fact, tend to enroll in modules designed to strengthen these weaknesses. Also, very few students take only one module. The vast majority enroll in a module in their area of greatest need, and when that module is finished, they enroll in another module. During the last 3 complete semesters, the averave student took 3 modules.

We had originally estimated that eventually approximately 10% of the student population would take classes in the Learning Skills Center annually. We will far surpass that percentage in the 1978-79 school year with approximately 20% of the campus population enrolled. Since a majority of our enrollees are freshmen, we also estimate that almost 50% of the freshmen class is utilizing the Learning Skills Center.

In addition to the modules, we offer a tutoring service. Each semester between 30-35 tutors, with expertise in nearly every academic area, assist over 1000 students and spend a total of nearly 2000 hours at their tutoring duties.

We feel the Learning Skills Center at Kearney State College is a definite success. Both the content and standardized pre and post test results from each module indicate differences at the .001 level of confidence. Subjective student assessments of each module as well as the growth of the program indicate we are offering an important service to the students. We assist students in becoming more independent, self-confident, and efficient learners, as well as help them meet academic standards and successfully attain their personal educational goals.

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COURSE COMPETENCIES

FOR

CRITICAL READING/CRITICAL THINKING

Eileen Edelstein

RATIONALE: Reading subject matter varies greatly in difficulty and complexity. Most college students can read what is easily comprehensible, but they avoid difficult subject matter. A goal of higher education is to help students develop skills to the maximum of their ability and to prepare them for life and work. Therefore, it is essential that Critical Reading/ Critical Thinking be part of the college curriculum to help you, the student, improve your reading skills so you will be able to comprehend difficult reading matter. In addition, you will also develop the skill to analyze and evaluate complex reading content.

Highly literate people must develop their capacity to think and feel while they are reading. This is a requirement for all students while they are taking college courses, and it is also a requirement for adults in the work world. Critical Reading/Critical Thinking will prepare you to meet those requirements, and through this process you will develop a life long appreciation for a variety of reading matter.

CRITICAL READING/CRITICAL THINKING
Course Competencies
Eileen Edelstein

At the completion of this course, the student:

1. Can demonstrate the important contribution reading has made in the formulation of any personal point of view.
2. Can read and understand a variety of reading materials which represent differing interpretations of a current event.
3. Can analyze material read in order to identify the author's purpose, point of view, and prejudices and compare them to your own point of view and prejudices.
4. Can make reading relevant by comparing a specific essay you have read to a related experience in your own life.
5. Can discuss a new interest developed through the purposeful reading of poetry.
6. Can identify the major theme in an assigned novel and compare it to a similar major theme in a novel by an author of your choice.
7. Can write a criticism of a contemporary novel and include your interpretation of at least 2 reviews or commentaries.
8. Can compare a novel assigned in the course, or one of your selection, to the movie version of the same novel.

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Eileen Edelstein
Competency Description

COURSE TITLE: Critical Reading/Critical Thinking

COMPETENCY 1: Can demonstrate the important contribution reading has made in the formulation of any personal point of view.

RATIONALE: Whenever a concept, an idea, a person, or any situation becomes important to an individual, the individual becomes particularly interested in that subject and gathers information about it from a variety of sources. Among these sources are many different kinds of reading matter, newspapers, magazines, professional journals, etc., which contribute greatly to the formulation of the individuals opinion or point of view of that particular subject.

CRITERIA:

1. Read several newspapers (local and Boston) to gather information on a specific subject.
   a. Write a paragraph about the subject as it is described in each newspaper.
   b. Include in your paragraph the specific differences that you have discovered in the article.
2. Read about the same subject in a weekly magazine such as Newsweek or Time.
   a. Write a paragraph describing the subject as you understand it from the magazine description.
   b. State how the magazine description differs from the newspaper description and how they are the same.
3. If you can, get a book or an article from a professional journal on the subject; read it.
   a. Write a third description as you now understand it after having read about it in the journal.
   b. Again, show how the information in the journal is similar and how it is different from the other sources.

Eileen Edelstein
Competency Description 1 Continued

CRITERIA: (Continued)

4. Write an essay on a particular subject of your choice. Read about the subject in several newspapers, magazines, professional journals and books and show how these various sources helped you to develop your opinion of that particular subject.

STANDARDS:

1. The student must attend the classes (lecture and discussion) when critical reading and critical thinking are defined.

2. The student must demonstrate and understanding of the subject by reporting about it to the class after reading at least two articles from different sources.

3. The student must demonstrate his ability to select various characteristics of a subject from several sources, analyze them, and then synthesize the information so he can write his description of the subject.

4. The student must be able to state how he developed his opinion of the subject by reading a variety of reading matter.

EVALUATION: The student will present:

1. An oral report about a specific subject from two sources.

2. A written paragraph describing a subject after reading about it in two different sources.

3. The essay the student must write, which includes the student's opinion and point of view on a particular subject having read about it in a variety of sources.

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Eileen Edelstein
Competency Description

COURSE TITLE: Critical Reading/Critical Thinking

COMPETENCY 2: Can read and understand a variety of reading materials which represent differing interpretations of a current event.

RATIONALE: The mass media has a tremendous effect on the formation of opinions of the American public. People acquire their information from a variety of printed communications such as small town weekly newspapers, metropolitan dailies, news magazines, and trade journals. Despite declarations to the contrary, no citizen can be well informed on current events unless he/she reads several newspapers and magazines so that he/she will be exposed to differing interpretarions of the same current event.

CRITIERA:

1. Choose a current event about which you wish to become informed.
2. Competency #1.
3. In your local newspaper, read thoroughly an account of this specific current event.
4. Read a thorough account of the same current event in a metropolitan newspaper or a news weekly which presents a different interpretation.
5. Be prepared to share both articles with a group of students from your class.
   a. Describe the event to the group.
   b. Point out the differing points of view that can be identified after analyzing both articles.

STANDARDS:

1. The student must demonstrate an ability to select newspapers or weekly news magazines which are respected for their accuracy.
2. The student must demonstrate the ability to comprehend the appropriate meanings of crucial words and concepts.

Eileen Edelstein
Competency Description 2 Continued

STANDARDS: (Continued)

3. The student must demonstrate the ability to determine the author's main ideas.

4. The student must demonstrate the ability to paraphrase or restate precisely what the author has written.

5. The student must demonstrate the ability to compare the main ideas of both authors and identify the apparent difference of opinion and what may be the reason for these differences.

6. The student must demonstrate the ability to present to the class/group a report on the current events as he viewed it from two differing interpretations.

EVALUATION: The student will be evaluated by the students in his group on the basis of his/her ability to choose a current issue, to identify the differing points of view of the authors who have written about that issue and to communicate those differences to the members of the group.

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Eileen Edelstein
Competency Description

COURSE TITLE: Critical Reading/Critical Thinking

COMPETENCY 3: Can analyze what is read in order to identify the author's purpose, point of view and prejudices and compare them to your own point of view and prejudices.

RATIONALE: One of the most significant skills that one can develop is the ability to make critical evaluations of what one reads. Critical evaluation requires discrimination of what is read and, in turn, discrimination requires a wide background of knowledge about the subject being read. If one has the proper background, he/she can develop the ability to analyze what is read in order to identify the author's purpose, point of view and prejudices. He/she will then be able to determine if he/she should consider some revision in thoughts and attitude.

CRITERIA:

1. Read an article or an essay by an author whose name you recognize as an expert in his field.
2. Evaluate the article on the basis of the following questions.
   a. Can the facts the author presents to support his main idea be verified?
   b. Do you feel the author is qualified to discuss this particular subject?
   c. Do the facts he presents harmonize with what you believe to be true?
   d. Does the author draw any valid conclusions?
   e. Is the author omitting any significant information?
   f. Does the author present important information factually or inferentially?
3. Determine the author's point of view on the subject as he presents it in the article or essay and identify his prejudices.

Eileen Edelstein
Competency Description 3 Continued

CRITERIA: (Continued)

4. After reading the article determine your own point of view and prejudices and compare them to those of the author.

5. Evaluate what you think of the author's views, and why you think that way, and if you believe that you might change your own views and attitudes on the subject.

STANDARDS:

1. The student must demonstrate an ability to select a topic described by an author who is respected for his knowledge of that topic.

2. The student must demonstrate an ability to evaluate the article by determining if the author is qualified, if the facts he presents can be verified, if he has sound reasoning, if he omits important information and if he states some facts directly or presents them inferentially.

3. The student must demonstrate his ability to identify the author's point of view on the subject as it is presented in the article and to identify the author's biases.

4. The student must demonstrate the ability to describe his own point of view and prejudices on the same subject and be able to compare them to those of the author.

5. The student must relate what he has learned about the author, the subject and himself and determine why he thinks the way he does about the subject, and if he may want to change his views or attitudes.

EVALUATION:

1. The student will read an essay or an article and write a critical evaluation of that article. He must identify the author's point of view and prejudices and compare them to his own views and prejudices.

2. The student will demonstrate his evaluative skills in an essay exam in class.

CRITICAL READING

SKILL OF JUDGMENT AND EVALUATION

Procedure and Comment

1. Think critically.

   Critical reading demands active inquiring, alert, judicious thinking. It means appreciation of excellence as well as condemnations of inadequacy. To think of reading in this manner will suggest how utterly far such reading is from the mere parroting of the author's words.

2. Look behind the words for the author's motives in writing.

   What is the author attempting to do to the reader's thinking? What effects do the words have in influencing the reader? Sometimes there is a vast difference between what the author says and what he actually means?

3. Be alert to,extravagance in expressions, to an unrestrained, emotional vocabulary,and extreme or overgeneralized statements. Such words as "only" "never" "every" "completely" "absolutely" "unconditionally" "positively" and their kind ought to be particularly suspect to the thoughtful reader. Beware also of the sweeping generalization.

4. Be alert to the unqualified comparative.

   Many advertisements employ this approach. "Use Foamy Chip Soak. It's milder on the hands." Milder? Milder than what? Sulphuric acid or lye, perhaps?

5. Scrutinize the author's thought for logical fallacies.

   Sometimes fallacies are inadvertent. Sometimes they are the devices of those who would confuse your thinking and cloud the issue. Some drugs act slowly, insidiously, but nonetheless effectively. That you do not know you are taking poison is no insurance against its fatal effects.

6. Look at the statement squarely and unemotioanlly. Simply what does it say?

   At times the wishful thinking of the reader gets between the words on the page and the comprehension of those words. This is dangerous, for then we read into the words on the page meanings that are really not there. Be careful not to find in a statement something that the words do not say.

7. Do not confuse knowing what you read with endorsement of the author's thought.

   You do not have to agree with all you read. You are obligated to know, however, what you have read. The two processes are distinctly different. One is an emotional reaction; the other is an intellectual one. Do not confuse them.

Eileen Edelstein
Competency Description

COURSE TITLE: Critical Reading/Critical Thinking

COMPETENCY 4: Can make reading relevant by comparing a specific essay you have read to a related experience in your life.

RATIONALE: Critical reading requires a background of the subject, so that the reader can apply some criteria or standards for judgment of the subject matter being read. In turn, he/she must have the ability to read critically about situations that are related to his/her life, so that what is being read can help to provide an understanding of what is being experienced.

CRITERIA:

1. Choose an essay which relates a personal experience.
2. Determine that the author is a reliable source of information of the subject being read.
   a. Does he appeal to emotion over reason?
   b. Does he make glittering generalities?
   c. Does he infer a relationship between two objects, persons, or events that do not exist?
   d. Does he omit essential information?
   e. Does he avoid the sources of his information?
3. Locate and select other readings that will help you to make sound judgments of the essay being read.
4. Identify the relationship between the content of the essay and the related experiences in your life.

STANDARDS:

1. The student must attend classes when the short lecture and the class discussions for this competency are taking place.
2. The student must demonstrate his ability to choose an essay that will provide him with additional knowledge of a situation he has already experienced.

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Eileen Edelstein
Competency Description 4 Continued

STANDARDS:
(Continued)

3. The student must be able to show that the author is a reliable source of information:

   a. Is he considered to be an expert on that specific subject?

   b. Is he recognized by other people in the field as an author of quality?

4. The student must read other essays or articles on the subject to provide him/her with the background to make sound judgments of the essay being read.

DIRECTIONS: Read the article and complete the exercise at the end.

READING BETWEEN THE LINES FOR PROPAGANDA

Rather than being a simple process of grasping the facts on the printed page, mature reading requires a critical reaction involving the ability to read between the lines to distinguish forthrightness from trickery. The sophisticated reader recognizes the fact that writing is often used to persuade people to think or to behave in a certain way, and he maintains an attitude of watchfulness, suspending judgment until he is satisfied regarding the merits of the issue.

Newspaper editorials, for example, are not factual accounts of the day's happenings, but expressions of opinion. The editor has access to many sources of information not available to the reader, and he has experience in evaluating news and seeing it in perspective. He can point out the good and bad features of a pending bill and suggest the consequences of its passage. He can call attention to social ills needing correction. He can present facts and figures to allay public fears during an epidemic, give words of praise for heroism and words of warning on Trojan horses. The power of the editor is great; whether he is a force for good or a force for evil depends upon the quality of his integrity.

Not only editorials, but topical articles in magazines, essays and even poems and novels may depart from their usual purposes to direct attention to social problems and urge appropriate action. Particularly in a democracy, it is important for the reader to recognize the purpose of printed materials and to distinguish objective writing from salesmanship. His decisions should be his own and not necessarily those of the writer.

The Latin verb propagare means to spread and our word propaganda therefore describes that which is taught or disseminated. In a sense, any teaching is propaganda. But there is good propaganda and bad propaganda. Where the purpose is instructional and the method straightforward, the propaganda is good, provided due

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consideration is accorded to the well-being of the reader or the learner. But where the writer alone (or his sponsor) stands to gain, where the idea is unworthy and where snide tricks of persuasion are employed, the propaganda is bad.

Departments of public health regularly make use of propaganda. They disseminate information with the clearly-stated purpose of directing public behavior. Their information is based upon scienticic findings, the method is direct and the purpose is the promotion of public welfare. This type of persuasion is eminently worthy.

Most school instruction belongs in the same category. The teacher explains to her pupils that 3 multiplied by 3 gives 9. Not only does she state the fact and prove it, but she uses a variety means to persuade the pupils always to react to the 3 times 3 situation with 9. Without some such system it would be impossible, within a reasonable time, to transfer from one generation to the next the intellectual heritage of the race.

On the other hand, had propaganda is not concerned with the public good, but rather with the marketing of an idea or a product. It uses strategies which are of proven value in achieving persuasion and resorts to subterfuge whenever it is expedient.

To illustrate the procedure, let us consider what tactics might be used in a local election campaign if a political party were under the necessity of winning, but had only a weak candidate to put up. First, the leaders might prepare and publish a wide list of prominent sponsors (both willing and reluctant). They would do this in the knowledge that many people will not take the trouble to check the facts about candidate and prefer to rely upon the judgment of friends and well-known people they admire.

Second, they would photograph the candidate in a variety of poses planned to catch the interest and approval of the public. The pictures widely publicized, would call attention to his church attendance, his love of small children, his fraternization with the man on the street, to the virtues which are commonly ascribed to the good American citizen.

And third, they would prepare for him a set of speeches. The speeches would list the number and quality of his good achievements

and omit all mention of his mistakes. They would lampoon the opposing candidate and the opposing party, and would use freely such epithets as "the give-away boys," "the wonder boys," "half-baked theories," "reactionaries," and "war-mongers."

The speeches would align the candidate with the forces of good through frequent reference to Lincoln, Wasington, and Jefferson, to "our great democracy," to "our belief in the brotherhood of man," and to "justice for all." (These are sometimes designated "omnibus expressions:" they have broad connotations and are intended to reflect favorably upon those who apply them.)

Finally, the speeches would make a bid for audience rapport by direct or indirect flattery. "You are the thinking people....," "True Americans who see clearly....," "Men of distinction....."

Similar propaganda mechanisms, more or less obvious depending upon the subtlety of the writer, are used for other purposes-to sell cigarettes and automobiles, to praise or condemn a foreign policy, to extol a way of life. In a sense, a propagandist is like a seasoned comedian who has a stick of sure-fire jokes, and changes them just a little to reach each new audience.

Possibly the most powerful of the propaganda mechanisms are the insidious words with emotion-provoking connotations. Slyly inserted, these words can transform the simplest factual account into a vicious tirade. There are thousands of them: "The sneering capitalist," "Ganster tactics," "Sob-sister routine," "Flagrant betrayal," "Boondogging," "Witch hunting," "Stench of the donkey," and many others.

To illustrate the propaganda techniques, let us take an imaginary news report and play with it.

News Report (Factual)

The strike between the Operator's Union and the Rapid Transit Company is now entering its 30th day. The operators are demanding a 25-cent-per-hour wage increase and the company has countered with an offer of a 10-cent-an-hour increase. No settlement is in progress.

The Same Report Propagandized for the Operators

<u>The good citizen interested</u> in fair play in watching the dispute

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between the Operator's Union and the Rapid Transit Company with a mixture of admiration and alarm. He knows the average operator is trying to maintain a decent home for his wife and children, and that living costs have skyrocketed to the highest point in history.

Even when the operator is working (to make management richer) he can scarcely make ends meet. While the Company officials sit out the strike complacently in plush offices and smoke 50-cent cigars to pass the time, the carman is worrying about shoes to carry his children back to school and milk for their lunch pails. The solid citizen takes off his hat to the patient courage of the operator, but he, too, is wondering what will happen to the innocent youngsters.

The Same Report Propagandized for the Company

In some circles, the sympathy in any strike goes to the worker. But what are the facts in the current hold-up by the Operator's Union for wage increases? Despite miracles of economy in operation, rising costs have forced R.T. Co. to operate at a loss for the past two years. In the interest of public service, no dividends have been declared and top management agreed to sharp cuts in personal salaries. Meantime the workers have asked and received three separate wages boost, so that they are now better paid than the police and the teachers. But still they can't live on their wages. Caviar and Cadillacs come high this year.

Fortunately the Company does not need to be concerned about the public reaction. The people are too smart to be duped by gangster tactics. With the facts on the table it becomes entirely clear that the operators are not striking for groceries but for glory. Labor has its eye on the national scene.

These examples illustrate how propaganda can twist objective facts to favor one side or the other and establish reader-writer rapport in the bargain. The mature reader must react critically to printed materials asking "Is the author stating facts or opinions?" If opinions and interpretations are involved he should inquire

into the writer's motives and methods. Total effectiveness in reading involves an understanding of the nature of propaganda and the maintenance of an attitude of alertness.

EXERCISE #1: Analyze the paragraph favoring the operators and list the propaganda techniques.

EXERCISE #2: Analyze the paragraph favoring the company and list the propaganda techniques.

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Eileen Edelstein
Competency Description

COURSE TITLE: Critical Reading/Critical Thinking

COMPETENCY 5: Can discuss a new interest developed through the purposeful reading of poetry.

RATIONALE: Many people develop a dislike for poetry because of their seeming inability to understand it. Students should be able to develop a gradual acquaintance with various types of poetry for an appreciation of poetry can lead to an appreciation of other art forms.

CRITERIA:

1. A basic knowledge of the elements of poetry is essential for anyone who wishes to understand or analyze poetry. These elements are:
   a. The attitude of the poet toward his subject.
   b. The imagery, is it literal and or figuartive?
   c. What is symbolism?
   d. What is the sound of the poem, and how do you perceive it?
   e. What is the structure of a poem, and how do you identify its poetic form?
   f. What is diction in poetry? Can you visualize the connotative meaning of the word as well as the denotative meaning?
   g. What is the style of the poem?
2. After a basic understanding of the key elements of poetry have been developed, discuss the nature and value of poetry.

STANDARDS:

1. The student must attend all classes when the elements of poetry are being discussed.
2. The student must demonstrate a basic understanding of the key elements of poetry as they are listed under Criteria 1.

Eileen Edelstein
Competency Description 5 Continued

STANDARDS: (Continued)

3. The student should demonstrate the value of poetry by describing how a specific poem produced an impression of a scene more vividly than was seen or experienced before.

4. The student shall demonstrate how poetry helped him to develop an interest in another art form. (Music, Lyric, Composition, Art, Drama, etc.)

EVALUATION:

A. Take Home Test. The student will choose a poem and analyze it using the criteria for this Competency.

B. The student will choose a project and demonstrate in some way how she/he developed a new interest as a result of purposeful reading of poetry.

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TO INTERPRET HUMAN EXPERIENCE

Writers try to interpret human experience. They probe into the hidden and oomplex motives that lie behind actions. They analyze relationships between people and their environment and relationships among people. They study the many facets of human character. They search for and try to express "laws of life." They look for larger meaning and values. They try to formulate the universal bonds of human nature shared by all individuals.

The forms of writing most often used to serve this purpose are fiction (novels and short stories), drama, and poetry. The particular interpretation of human experience made in any of these forms of writing is often called the theme or moral.

To illustrate how writing works to serve the purpose of interpreting human expereince, we will look at two well-known poems. The first is "Opportunity" by Edward Rowland Sill.

> This I beheld, or dreamed it in a dream:--
> There spread a cloud of dust along a plain:
> And underneath the cloud, or in it, raged
> A furious battle, and men yelled, and swords
> Shocked upon swords and shields. A prince's banner
> Wavered, then staggered backward, hemmed by foes.
> A craven hung along the battle's edge,
> And thought, "Had I a sword of keener steel --
> That blue blade that the king's son bears,--but this
> Blunt thing--!" he snapped and flung it from his hand,
> And lowering crept away and left the field.
> Then came the king's son, wounded, sore bestead,
> An weaponless, and saw the broken sword,
> Hilt-buried in the dry and trodden sand,
> And ran and snatched it, and with battle-shout
> Lifted afresh he hewed his enemy down,
> And saved a great cause that heroic day.

This poem tells a story--presents a human experience. The speaker imagines a scene in which a furious battle is taking place. On one side are the prince and his men fighting a battle in behalf of some great cause against their opponents. The prince's side is losing. One of his men, the craven (a coward) tells himself he cannot continue fighting because his sword is of poor quality. Had he a good sword, like the prince's he could carry on successfully, but, because he is poorly equipped, he gives up and runs away. In the meantime, the prince has lost his own sword in the heat of the battle and finds the one discarded by the craven.

With it, he fights so valiantly and so well that he turns the tide and leads his men to victory.

First, this poem is an experience. It tells of people and events; it is a story. The verbal imagery helps to make it a valid experience. We see it as though it were real.

Adverse conditions should not be used as an excuse for lack of effort. A person's own strength of character is the most important element in determining achievement, success, or fulfillment.

Notice that in arriving at this interpretation the reader uses two important reading skills:

1. The reader recognizes that the words mean more than they say and makes inferences to arrive at the suggested meaning.

2. The reader has sought to place this one particular human experience into a much larger, general classification of human experiences (classification order).

Now, read the second poem, "Richard Cory" by Edwin Arlington Robinson.

Whenever Richard Cory went down town,
  We people on the pavement looked at him:
He was a gentleman from sole to crown,
  Clean favored, and imperially slim.

And he was always quietly arrayed,
  And he was always human when he talked;
But still he fluttered pulses when he said,
  "Good-morning," and he glittered when he walked.

And he was rich--yes, richer than a king,--
  And admirably schooled in every grace:
In fine, we thought that he was everything
  To make us wish that we were in his place.

So on we worked, and waited for the light,
  And went without the meat, and cursed the bread;
And Richard Cory, one calm summer night,
  Went home and put a bullet through his head.

This poem tells a story. Richard Cory is a man who has everything that people yearn for. He is enormously rich. He has been brought up with the advantage of excellent education and training. He is handsome, charming, flawlessly dressed. The common people, living their hard lives, wish they could change places with Richard Cory, who has everything that they have not. Then suddenly, Richard Cory takes his own life.

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This poem, too, is, first, an experience. It tells of people and events; it is a story. It is vivid and we see it as though it were real.

But, here again, the writer has selected his characters and events so as to lead the reader to infer a broad interpretation of human experience. We do not know why Richard Cory lost the will to live. We only know that he was missing something that was important enough to outweigh all the "external" blessings he had. On the other hand, despite hardships and deprivations, the other people had something that enabled them to go on struggling and living. Most readers of this poem would arrive at an interpretation of human experience something like the following from this poem:

> The essence of living is deeper and more complex than the material, physical, or social qualities that we usually think of as representing "success."

Eileen Edelstein
Competency Description

COURSE TITLE: Critical Reading/Critical Thinking

COMPETENCY 6: Can identify the major theme in an assigned novel and compare it to the major theme in a similar novel by an author of your choice.

RATIONALE: A critical reader must develop skills to enable him to identify and analyze the literary form used by the author and to identify the theme or the message the author is conveying. If a student is to become a sophisticated reader, he/she must be able to derive the theme of a novel, thereby, identifying the purpose for its existence.

CRITERIA:

1. The student must be able to identify the theme in the assigned novel by stating:
   a. The purpose of the novel.
   b. The controlling idea in the novel.
   c. The unifying thought in the novel.
   d. The insight into life it reveals.
2. The student must be able to describe where theme exists in the novel:
   a. Where the author has revealed some truth about life.
   b. Where he has introduced a major concept or idea.
   c. Where he has discussed a theory and has used it as a unifying force.
3. The student must be able to make a judgment of the theme as it is presented by the author.
4. The student must be able to compare this theme to a similar theme in another novel.

STANDARDS:

1. The student must attend class when the theme of a novel is discussed.

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Eileen Edelstein
Competency Description 6 Continued

STANDARDS: (Continued)

2. The student must be able to identify the theme in the assigned novel and discuss it in terms of the criteria in this Competency.

3. The student must choose a novel with a similar theme and be able to compare it to the theme of the assigned novel.

EVALUATION: The student must write a 500-word essay comparing the theme in the assigned novel with the theme in the novel chosen by the student.

PART II

APPLICATION OF SUCCESSFUL TEACHING STRATEGIES

Rationale for Modeling Outcomes

As all of us in the field of reading know far too well many students experience difficulty with comprehension of materials read. It has even been said by some that comprehension cannot be taught while others rely on past approaches to instruction in comprehension, not so much because they work but because these approaches are all that have been available.

Several years ago as an outgrowth of my work with college students I developed an approach to comprehension that proved to aid them initially in test taking and ultimately in all of their studying by means of improved comprehension. The success of the approach can be attributed to the fact that it provides translation of material read to an organized condition for understanding and subsequent manipulation by the reader.

The approach was described in an article that I wrote entitled "Be Essay Test Wise - Organize." Initially I used this approach to aid students in taking only essay tests but before long students, who had begun to do all their studying from this frame of reference, came to me with example papers of objective exams on which their scores showed mastery learning of material learned. This was true for the true-false statements, the multiple choice questions, the matching questions, and the fill-in-the-blank questions. In other words, the approach worked as well for all forms of objective tests as it did for the subjective essay exam. This proved true because the approach represents a total process of learning.

The description of this approach needs to be fully understood before the reader can appreciate the subsequent contents of this manual.

The following graphic is provided as an introduction to this approach to comprehension, which represents a learning process that yields mastery learning (comprehension) of material read.

MODEL OF A LEARNING PROCESS FROM WHICH MASTERY LEARNING (COMPREHENSION) RESULTS

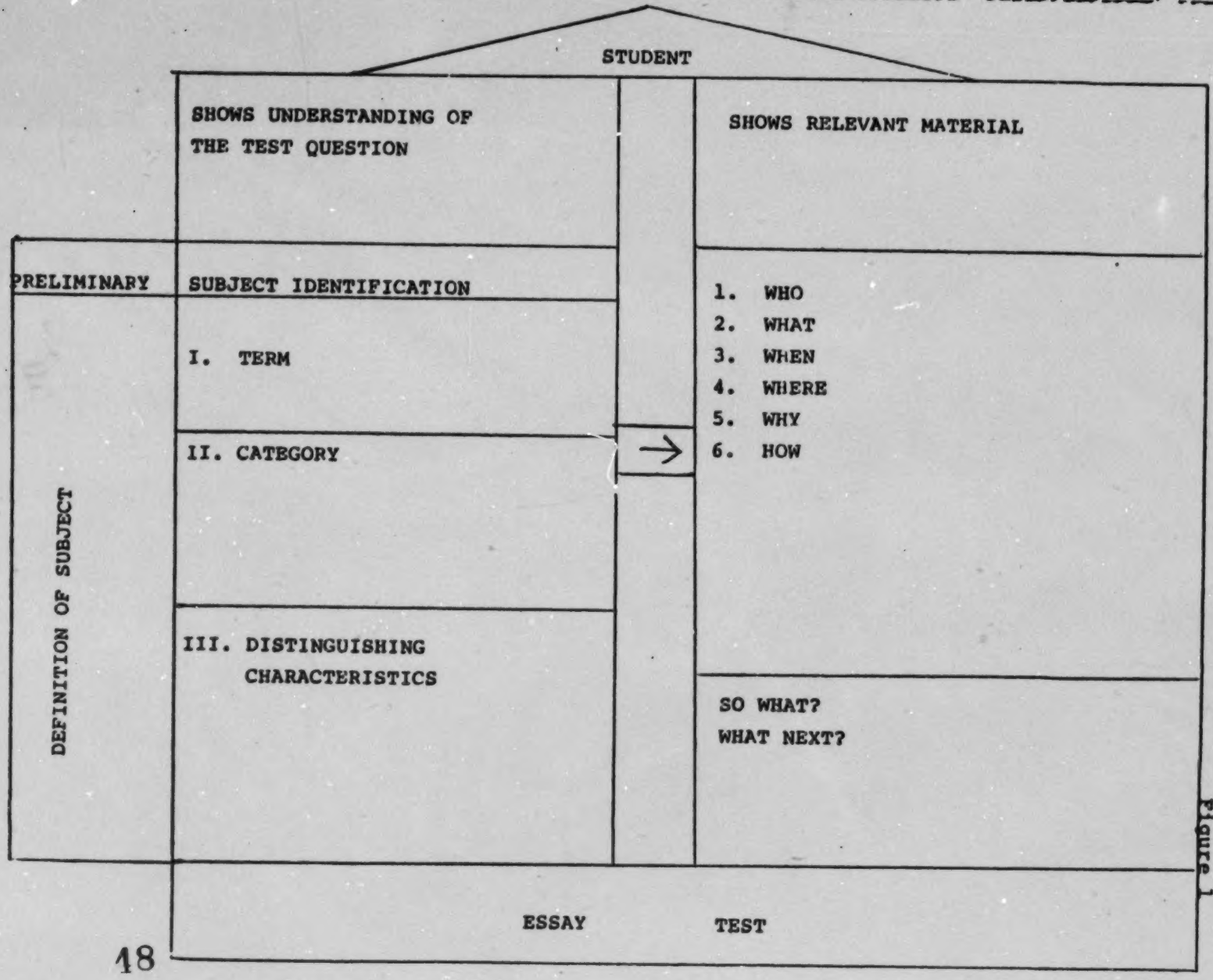


Figure 1

MODEL OF A LEARNING PROCESS FROM WHICH MASTERY LEARNING (COMPREHENSION) RESULTS

This model is explained by the following article entitled "Be Essay Test Wise - Organize."

BE ESSAY TEST WISE - ORGANIZE

Faye Curran

In Jason Millman's and Walter Pauk's book entitled How to Take Tests allusion is made to a study conducted at the University of Chicago from which it was revealed that frequently students know more about a subject than they are able to show that they know when they are tested over this subject.

In the book the authors cite four parts to a good test answer. In my study skills classes I have cited their first two parts with a hypothetical example to illustrate their points. The resulting structure has proved highly successful to students in answering essay test questions.

The first point cited by Millman and Pauk is that a good test should show that the student understands the question.

EXAMPLE QUESTION: Discuss the Phelps War, its origins, battles, and their outcomes, and the war's outcome.

The first step in organizing oneself is to define what we are talking about. What are we talking about in our example question? Yes, our subject is the Phelps War.

I have found that many students have no knowledge of the three logical parts used in making a definition. These are: 1. the term, 2. the category from which the term comes, and 3. the distinguishing characteristics that show how this term is different from other terms within this same category.

To capture the students' attention in learning to make a workable definition I use the word "euthanasia" because of its shock impact.

1st step in making a definition:

Term: euthanasia

2nd step in making a definition:

Category: (For a category almost everything is a form of something, a condition of something, a circumstance of something, or a body of something. The important point is to identify the something.)

3rd step in making a definition:

Distinguishing characteristics: (For distinguishing characteristics our purpose is to show how the term "euthanasia" is different from other forms of death. Heart attack, cancer, suicide, and impaling are a few other terms that belong to our category of death. How does this term "euthanasia," within the category of death, differ from these and other types of death?)

Distinguishing characteristics: (Use in which, by which, through which, because of which as transition phrases to the third step.)

in which there is cessation of life due to (a.) the removal of life preserving measures or due to (b.) the application of artificial measures.

Now examine the definition in total: Euthanasia is a form of death in which there is a cessation of life due to (A.) the removal of life preserving measures or due to (B.) the application of artificial measures.

Back to our original example question we now realize the need to define our subject. The Phelps War is the subject. Let's follow our steps:

1st step - term: the Phelps War

2nd step - category: was a war of revenge

3rd step - distinguishing characteristics: triggered by Austin's guerrillas raiding the village of Wei and killing its inhabitants. In retaliation Joshua, of Corin, set his troops against Austin.

Through the definition many facets of the subject have now been mentioned that our minds can elaborate on.

Secondly, we are told that a good test answer should show that a student knows relevant material.

What is relevant material? As a former newspaper reporter the "Nose for News" questions have repeatedly served me well as relevant sources of information. These same questions and their answers equal the basic content of most knowledge. Therefore, after giving a definition of the term dealt with, I instruct students to answer these following questions about the subject:

the answer yields our subject	1.	Who is doing this or to whom is this being done? (if a person is in question) What is doing this or what is being done? (if other than a person)
the answer yields action about the subject - the verb	2.	What is said about this "who" or "what" that we identified in question one?
the answer yields the time frame for the subject	3.	When did this "who" or "what" do this or when was this done to this "who" or "what"? Use a time line in discussing a story, in history, or in political science.
the answer yields the location of the subject	4.	Where did this "who" or "what" do this or where did this occur to this "who" or "what"?
the answer yields the reason for the occurrence	5.	Why did this "who" or "what" do this or why was this done to this "who" or "what"?
the answer supplies a a technique, a manner in which the occurrence happened	6.	How did this "who" or "what" do this or how was this done to this "who" or "what"?

I then add two additional questions of my own: So what and what next? The so what question requires the student to evaluate the importance of the subject in question and what next causes the student to take what he knows about the subject and what other knowledge he has and infer a conclusion based on the intertwining of the two.

Let's return to our original question and show a set up for its answer.

QUESTION: DISCUSS THE PHELPS WAR, ITS ORIGINS, BATTLES, AND THEIR OUTCOME, AND THE WAR'S OUTCOME.

ANSWER:

1. Definition of subject: The Phelps War was a war of revenge triggered by Austin's guerrillas raiding the village of Wei and killing its inhabitants. In retaliation, Joshua, of Corin, set his troops against Austin.

2. Discussion of answers to who, what, when, where, why, how, so what, what next questions.

(when) time line (where)

The Phelps War began in 1703 A.D. and spanned a period of sixty years until Austin's death. It was fought mainly in Austin's country of Setan in the outer villages and hinterlands.

(how) It was fought mainly with swords, lances, and crude weapons. Punishment was meted out on the rack or through impaling.

List of Battles The Phelps War had six battles. These were:

1. 4.

2. 5.

3. 6.

Then place the time of each battle within the sixty years of the war. Using a graphic time line such as 1703 ⟷ 1763 should help. Give each battle's leader, the main happening for each battle, and the outcome for each one.

War's outcomes: As a result of the war Setan was sectioned into four provinces with each ruled by a member of Joshua's family. Austin was deposed and beheaded and his family was excommunicated from the land.

A word of caution is in order about the "Nose for News" questions. Not every question will be answered for every essay test question. In history or political science the "what", "when", "where", and "why" questions are important. In technical subjects the "what", "how", and "why" questions are of main concern.

The above structure has enabled students to show what they know on essay tests. Many bring me "A" examinations to demonstrate that the format works and in the margins of many of these exams will be penned "who", "what", "when", "why", and "how".

In our university professors, who give essay tests, have also realized the utility of this format and requests are made for this system to be described to their classes.

As tests are the ultimate criterion in education for determining the degree of a student's learning and students, who use this learning/study process do exceedingly well on tests, we may safely say that the approach is valid.

An educational psychologist of established credibility said that this approach is successful because it deals with knowledge structures and the way the brain functions.

Pragmatically I knew that my approach was on the right track before this observation was made but I didn't have a theoretical rationale as to why it accomplishes what it does. The insight that knowledge structures were being engaged so sensitized me to all subsequent experiences, both real and vicarious, that data collection was informally begun to explain in greater detail why the approach worked and possible expanded ramifications of its usage.

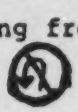
My search has yielded two findings. The first is that the approach is a model for action and the second is that the model provides a student with an active and organized set-up for effecting translation of learning.

Let me further explain these findings. A model may be defined as a plan or pattern for doing something. Theorists tell us that the technical term for the similarity between a thing and a model is isomorphism. Isomorphism requires two conditions. First, there must be a one-to-one correspondence between the elements of the model and the elements of the thing of which it is a model. For example, for every window in the thing there must be a window in the model. Secondly, certain relations of the thing are preserved. If a door is in the middle of the wall in the original the model will replicate this placement.

My research uncovered three kinds of models:

1. three-dimensional ones
2. diagrams and pictorial devices
3. verbal or symbolic systems

Model ships are three-dimensional and are copies of real ones. A miniature train also is a three-dimensional model because it imitates a real train. The Constitution of the United States would represent a verbal model as would a written treaty between countries. So would the learning approach to comprehension entitled "Be Essay Test Wise - Organize" cited earlier in this manual.

Our lives are replete with diagrams and pictorial devices ranging from universal pictorial highway signs such as  to diagrammatic instruction sheets included with children's toys and bicycles that must be assembled.

Each of our three types of models is an "order structure" of something or for something. To be a model of something is to represent something. To be a model for something is to be represented in that something. As an example assume that a young woman is hired as a model by the Ford Modeling Agency. She is hired because she represents the ideal in figure and in manner. She is considered a model of the ideal. In turn she becomes a model for other young women. She is first a model of the ideal and then a model for other young women. We might say that she represents and then she is represented.

According to Dr. Eldon L. Wiley, "Through relationships we describe the phenomena and once we find what has been suggested we should be able to look back at the map (model) and not find contradictions."

All theories represent because the statements of which they consist are characterizations of objects. They are models of objects.We can extend this concept further by equating "theories" with "ideas" and reading matter containing "ideas." If this concept is accepted then ideas are characterizations of objects or their models. Through a second sorting we can say that if the ideas are characterizations of objects we can then return the ideas to that original object form. In other words, we can translate the verbal (written text) format back

into the original object format through the use of a graphic output of some kind. Translation may be defined as comprehension evidenced by the care and accuracy with which the communication is paraphrased or rendered from one language or communication to another.

Let me amplify the idea. Psychologists use a technique called "cue reduction" in which cues to recognition of an object are progressively removed to aid in recognition of an item in question with the least possible cues - the "least hypothesis" so to speak. A good example of this comes from the Montessori method in which children first are shown the geometric solids. Take a solid wooden ball for example. The child sees this three-dimensional object and touches its parts, exploring its composition and relationships. Then the Montessori method gradually leads the child from this totally concrete state to more abstract ones using the technique of "cue reduction." In the second stage the child is given a card with a solid ball drawn on it such as and this ball is totally filled in as was the three-dimensional ball the child explored earlier. In this way the child has made one leap from the concrete to the abstract by seeing an exact two-dimensional representation of what earlier was a three-dimensional figure. In the third stage the child is given a card with a ball drawn on it but with still less visible cues to recognize as the ball is no longer filled in. At this point the ball merely has a heavily bordered outline as seen in . In the fourth and final stage of cue reduction the child is presented a card with a mere outline of a ball as seen in .

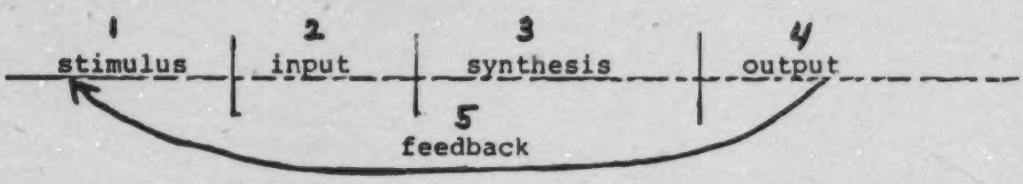
The child makes many leaps in his translation of comprehension from the concrete three-dimensional ball to the totally abstract outline of a ball. Many cues have been reduced in the process. The child has found it necessary to take fewer cues and to supply more knowledge from his/her own past experience and knowledge base to identify a greatly reduced model of an object. The original ball was a model of what is meant by the concept ball. Secondly, it was a model for other balls or graphic depictions of balls. First it represented. Then it

was represented, and each representation utilized fewer and fewer cues.

Obviously the child could reverse the whole process mentally by restoring the cues reduced and the abstract ball outline could again become the concrete object named ball. The child translated from concrete to abstract and can reverse the process to restore the concrete object.

In reading what an author has written represents a model of thinking, a conceptualization that a writer puts in a logical order so that it has some meaning to all who read the material. The author knows he/she cannot provide total understanding for all and so he attempts to order the model of thinking in a way that best meets some understanding from all who read the material. This is his logical order. It is analogous to a stripped down version of a car with only the features of windshield wipers, a radio, and a heater. These features have some appeal to everyone who operates a car but they don't have total appeal to everyone. The reader is like the car buyer. The car buyer sees the basic model car and translates this to his needs perhaps through the addition of tinted window glass, carpeting on the floor, central air conditioning, and other features. To comprehend the reader also must translate from the author's logical order to his own psychological order - his own personalized structure order of understanding. It is at this point that we can perceive the value of modeling of learning outcomes to the comprehension process.

To digress briefly let me recapitulate an approximation of the communication model.



COMMUNICATION MODEL Figure 2

In learning we encounter an intrinsic or an extrinsic motivation (stimulus) to learn. We read widely, attend lectures, go on field trips, see movies, and hear debates on issues. All these activities are forms of input in which stage we are simply a sponge taking in information. Once we take it in we need to synthesize it - rework it to fit our psychological understandings and integrate it within our existing knowledge structures. To synthesize it we need to translate it to a form compatible to our understandings. Until we do this the data is not usable for us and we'll never advance to the stage of output in which we apply what we know. Synthesis is essential in understanding and retaining data and translation facilitates this mental synthesis.

Since an author's verbal presentation in essence is a characterization of an object or idea it is a verbal model of concepts or a theory. The verbal model can in turn provide a graphic order structure representation which provides a one-to-one correspondence with the verbal model and which shows the relationships. It is this representational model which allows synthesis through translation of logical order to psychological order which provides the learning outcomes and consequent mastery learning through insights into the structure of the reading material.

We have been told by curriculum specialists that the structures of the scientific fields have been ascertained but that the structure in the humanities is quite mysterious and even more so is the structure of the so-called practical endeavors such as lawyering, mothering, etc.

Since learning deals to a large extent with the humanities and the disciplines of practical endeavors and the structures of these subject matters are mysteries, is it any wonder that readers find it difficult to comprehend these fields of unknown order?

Modeling as a learning outcome of material read is a way of bringing order to the situation through identification of the existing verbal structure. In the process the information is made more manageable as translation of content occurs for the learner who, because of the translation process,

literally has read the words off of the page and engulfed the concepts to make them his/her own.

According to Professor John E. Merritt in reading "we're working with a conceptual structure rather than the linear one of the print" and a model is a "powerful tool for exploring the actual text and the knowledge the learner is putting into the text. The model helps us to externalize what is going on."

Professor Merritt feels that the learner has a hypothesis and is testing it in the model and if the model breaks down the learner simply reconstructs it. The material is being tested for verification or destruction and is expanded or modified through the model. He has provided us with this syllogism: "Premise A: Learners are more intelligent than we think. We depress the intellect. Premise B: Reading can only be effective if we move from the text to the realities those texts represent. Conclusion: Experiences are primary but in order to conceptualize these (their world) the children need a process to do this and this is possible with modeling."

In his statements Professor Merritt alludes to children in their learning. It is my contention that this same state of affairs is needed by learners of any age, and that adults also need a process to conceptualize experiences and that modeling provides such a process.

Additionally, the modeling process permits the learner to perform a check on his/her own comprehension. Just as the learner can check his answer in a substraction problem by adding and just as the learner can check the answer in a division problem by multiplication the reader, who completes a model for material read, is enabled to check comprehension of the passage by the one-to-one correspondence of the model to the passage and by inclusion of all relationships in the model that are contained in the passage.

Furthermore, I would go so far as to say that we don't know what we have read until we take that same material through a form of translation. This situation is analogous to a person

going to a psychologist or a psychiatrist. Either of these professionals will listen intently to the person, nod affirmatively at correct points in the patient's dialogue, and ask probing questions to keep the patient talking. The patient solves his/her own problem; the professional simply serves as a sounding board for him. The patient has within his/her own knowledge structures all the parts for the solution of his problem. Talking them out enables the patient to t.. the ends together and to come to an intact model for action.

Talking is a process of translation. In fact, we often don't really know our thoughts on a conscious level until we talk about them or write them down. Talking and writing are translation processes which bring to a conscious level in the person the organized model of his subconscious conceptualization.

Why are students given tests over material studied? Why are they asked to recite in class, write term papers, and participate in academic debates? Why are they told to take reading notes and lecture notes? The answer is the same in each case as these activities provide students with translation of the logical format of ideas that they have encountered to a personalized, psychological level of understanding. For years I have maintained that students would be less resistent to exams if instructors would explain to them the inherent value of translation. Once the material has been converted to their own psychological understanding the information is theirs to do with as they wish.

In a doctoral class Dr. Nicholas P. Georgiady cited the following passage,"...Weick discusses the pattern of an organization as one in which the organizing of the group comes first and the reason for organizing becomes apparent later. Actions precede goals." Dr. Georgiady tantalized the class by stating, "When I say the statement, 'Actions precede goals' I raised my eyebrows. How can this be the case?" The answer of course is centered around the fact that subconsciously a group already has in mind an operational model which gives impetus to the actions. The ex-

pression of written goals later reflects bringing this model to a conscious level of operation. The actions, while a translation of the mental model, are on a subconscious level while the goal statement represents a conscious level of a fully integrated model resulting from both the original conceptualization and refinements of it made during the actions.

SECTION III - MODELING OUTCOMES FROM VARIOUS CONTENT SOURCES

In a seminar on faculty development the following passage w. read aloud to the faculty attending. I then instructed this assembled faculty to use their preferred method of "translation" to represent what had been read. Ten out of eighteen times they used graphic outcomes. Next, the paragraph was reread to the same faculty, who were asked to use graphic outcomes specifically. Seven of t. .ight who originally used written outputs rather than graphic ones showed their ability to switch their form of translation from written to graphic format and this was accomplished without any prior explanation as to types of graphic outputs or how to do graphic learning outcomes. In other words these people were capable of switching from a verbal to a graphic format without instruction. It also is interesting to note that the graphic formats instantly broke information into categories and attributes or components of these categories.

On another occasion my early nine year old daughter demonstrated the ease with which people can use graphic representations for placing items within categories. She was expecting a test over the food groups and as her study approach she set up the following structure to test herself on the foods that are found in the various food groups.

First, she supplied a list of foods. Here is her list.

ham	peanut butter	bacon
milk	cheese	green beans
bread	ice cream	banana
pudding	grapes	applesauce
eggs	fish	peach
nuts	cake	

Second, she prepared a columnar chart of five divisions. Third, into these columns she placed the foods from the list. It was amazing how well this procedure worked and she conducted this procedure on her own. Later she did quite well on the test over the food groups and she had used a graphic learning approach

as a very natural way to divide and classify the data.

Following is her columnar classification.

VEGETABLES	MEAT	DAIRY	BREAD	NONE-OF-THE-ABOVE
APPLE	HAM	PUDDING	BREAD	CAKE
BANANA	EGGS	MILK		
PEACH	FISH	ICE CREAM		
GREEN BEANS	BACON			
GRAPES	PEANUT BUTTER			
APPLESAUCE	NUTS			

Figure 15. Classification Table.

In another situation a geography professor uses a graphic exercise that allows students to examine temperature variations over a short time span in a familiar location.

His format is as follows:

PURPOSE:

This exercise is designed to allow students to examine temperature variations over a short time span in a familiar location.

1. Data Gathering:

   The maximum and or minimum daily temperatures in degrees F and also C can be obtained from the local weather station or from NOAA, the National Oceanic and Atmospheric Administration, Ashville, North Carolina.

2. Presentation:

   The graph can be made up for the students or they can with instruction produce their own.

3. Analysis:

   A. How many days are there in July and August? 62

   B. How many days have maximum temperatures of 90° or higher? 11

   C. How many days have maximum temperatures of 80° or higher? 46

   D. How many days have temperatures between 75° and 85°?

   E. Most of the days have temperatures between 75° and 85°.

   F. Which month has the most days of 80° or higher? July

G. How many days in the above month were 80° or higher? 28

H. How many consecutive days were 90° or higher during July and August? 3

I. How many consecutive days were 75° or lower during July and August? 4

J. Which two consecutive days had the greatest difference in temperature? August 10 and August 11

4. DISCUSSION

These questions work best if they are geared to the student's local area and the months under discussion are near recent history.

A. Do you remember the weather on the fourth of July?

B. Where were you when it got up to 99° on the fifteenth of July?

C. Have students look in the library for newspaper articles that made mention of the problems caused by the hot spell.

D. Note the "cold" spell from August 19 through August 21. Can they relate to that?

The result is a dot graph (line graph) which reflects the temperature variations in a given area over a short period of time, and the pattern of changes can readily be discerned in this graphic outcome. In this instance the geography professor teaches through the use of graphic exercises.

The graph produced by the above exercise is included on page 35 in Figure 16.

In another variation a social studies methods' professor teaches his students to use cartoons to depict social studies.

A chemistry professor told me that chemists are quite good at modeling their content as seen by the models found in chemistry textbooks.

A mathematics professor told me that he is convinced that modeling is the best way to teach the subject of mathematics.

English professors commonly assign outlines to their student

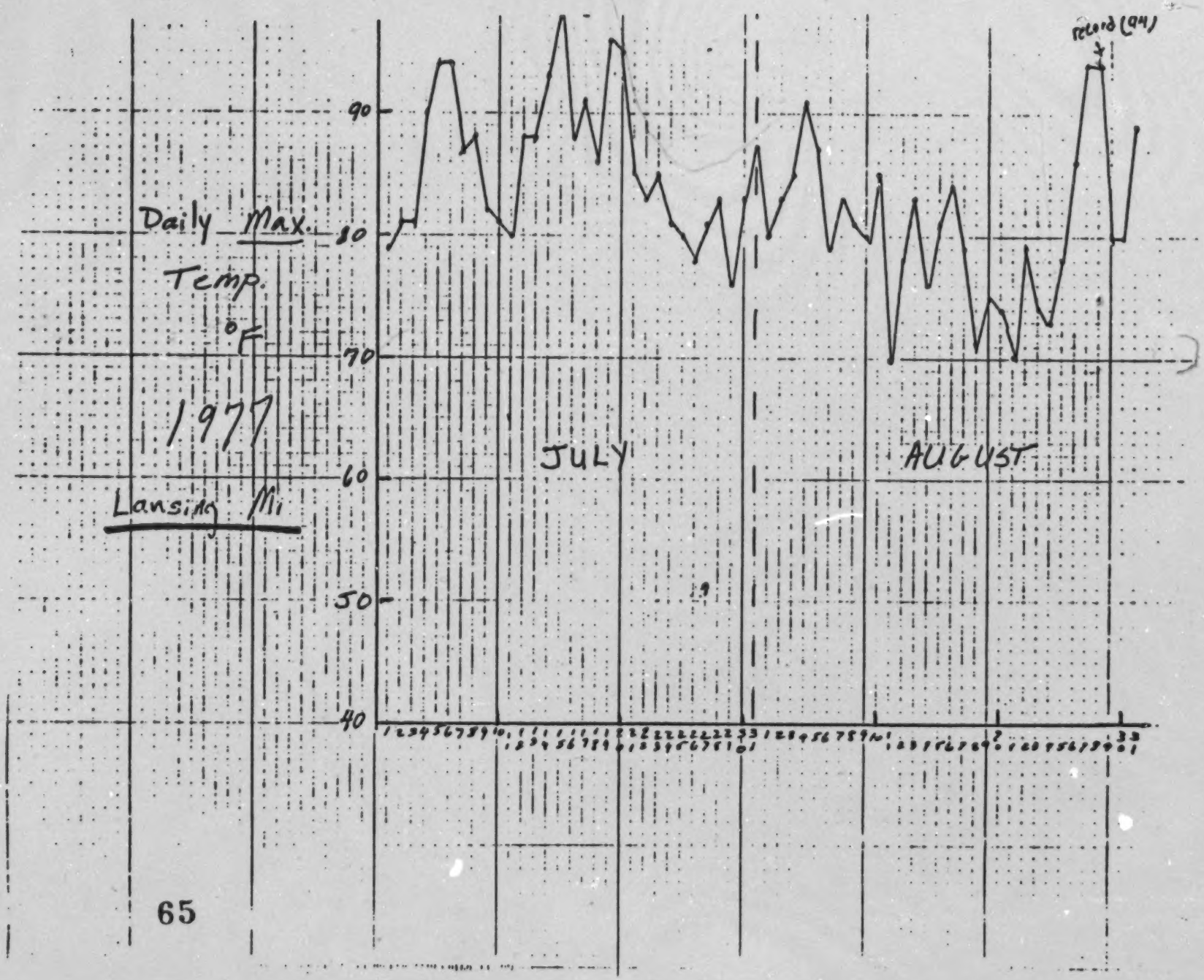


Figure 16. Line Graph of Temperature Variations.

and usually expect an outline to be completed prior to writing a theme or essay. An outline is a graphic output of a structure. Commonly ar outline looks like the following:

I. Central Idea.
   A. Main point.
      1. Detail.
      2. Detail.
   B. Main point.
      1. Detail.
      2. Detail.

An outline is a one-directional form of organization showing descending importance for its subject matter. This single direction can show a time sequence or development of a concept or process or event one step at a time.

In a similar vein is the inverted pyramid approach used in newspaper articles in which the structure is arranged from the most important to the least important information.

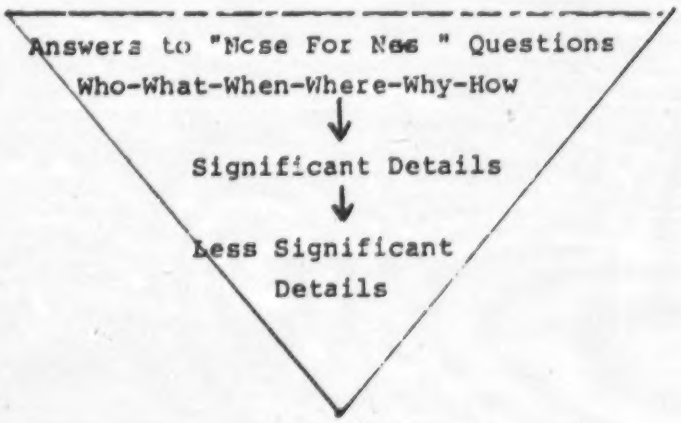


Figure 17. Inverted pyramid style of newspaper reporting.

From reading a news article a reader should be able tc discern the inverted pyramid structure and devise it as a graphic outcome representing this written format used. Conversely, the knowledge of the structureal setup used will enable the reader to zero in on the content and will yield substantial comprehension for minimal effort because the structure unlocks the meaning code.

The following format represents a graphic outcome for a chapter in a business textbook on casualty insurance.

CASUALTY INSURANCE

by

C.A. Kulp
John W. Hall
Fourth Edition
Ronald Press

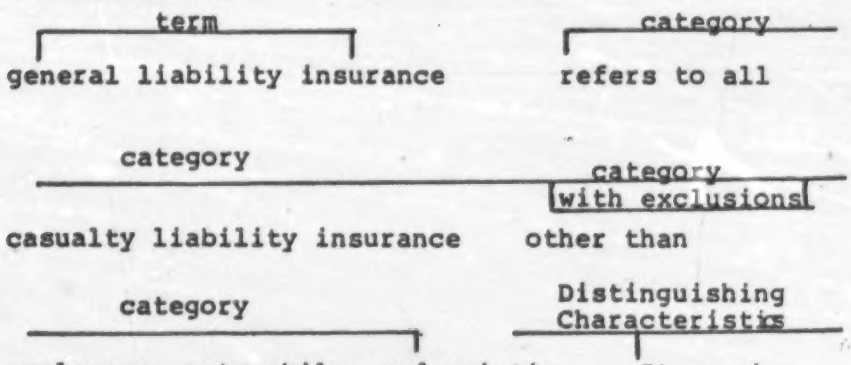
CHAPTER 6 GENERAL LIABILITY INSURANCE

This paper will present a discussion of some of the organizational features of the writing found in this publication. These will be cited for the purpose of aiding the comprehension of the reader.

by

Mrs. Faye Curran

Paragraph 1 As might be expected the initial paragraph of this selection begins with a definition of the subject - "general liability insurance". The definition is adequate and takes the reader through the three parts of a definition: term, category, and distinguishing characteristic.



Then the paragraph informs us that an evolution is underway in that specialized coverage is still popular for the average business exposure but the trend is toward comprehensive coverage. What do you bet that the bulk of this article will deal with comprehensive coverage?

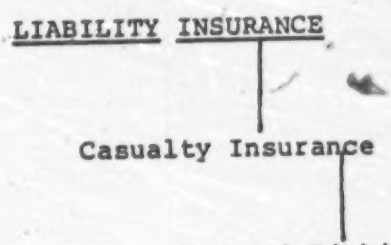
Casualty Insurance/General Liability Insurance

Paragraph 2 General liability insurance is not easy to define, especially when written according to traditional specialized basis. (The specialized has been traditional but GLI is evolving more to a comprehensive type.)

A general, universal characteristic is given regarding liabilities.

> All liability coverages have one characteristic in common: they cover, with minor exceptions, the hazard that the insured will be charged with the responsibility for damages to the person or property of others arising from the alleged liability of the insured(for his alleged negligence) or the liability of others assumed by the insured.

Our umbrella category now is identified. It is liability insurance. Under it we have seen that casualty insurance falls under this category as a component or type. Then general liability insurance is somewhat more narrow in scope than casualty insurance is. Structurally we can represent our knowledge hierarchy obtained to this point like this:



or like this:

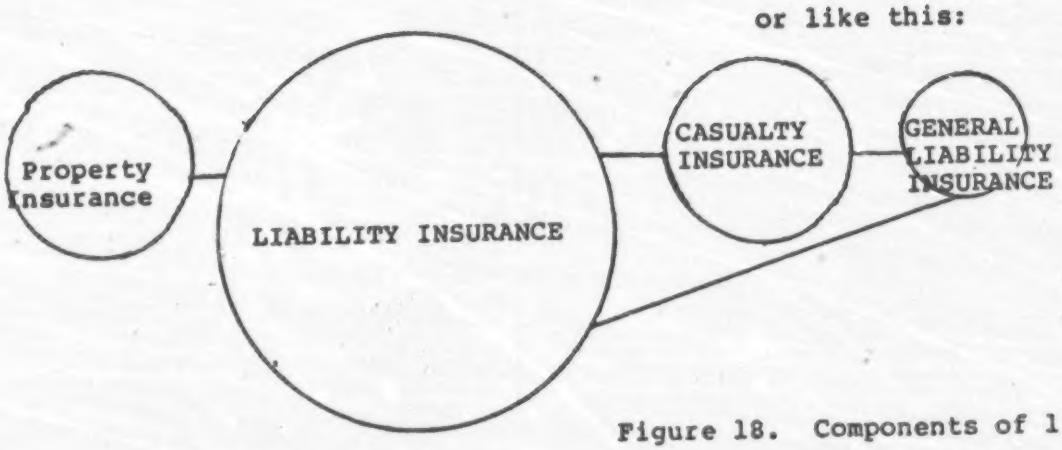


Figure 18. Components of liability insuran

Casualty Insurance/General Liability Insurance

Limits of Comprehensive GLI are provided. These are also universal characteristics.

Even comprehensive GLI insurance coverages have limits - no GLI offers protection against all third-party hazards.

Reasons are given for exclusions with comprehensive GLI

1. They are important in themselves (auto)
2. They are not needed by all insureds (auto, workmen's compensation and employers" liability)
3. So different in their underwriting characteristics to require separate treatment

Major hazards excluded with specialized insurance and each specialized coverage tends to exclude all of the others

When the GLI is written in the traditional manner as specialized insurance these major third party hazards are excluded and each specialized GLI coverage tends to exclude all of the others. Hazards are business, professional, or personal exposures.

Paragraph 3

Property damage liability insurance || bodily injury for all exposure except professional

This paragraph contrasts property damage insurance against bodily injury insurance

Property damage liability insurance =

bodily damage for business exposures
bodily damage for personal exposures

Property damage liability insurance ≠
bodily damage for professional exposures.

Property damage liability insurance is generally optional and losses from it are less often insured. It is mandatory for some few insurance policies.

Paragraphs 2 and 3 refer to Completed Operations liability

Completed operations is a form of liability insurance which covers accidents arising out of operations which have been completed or abandoned, provided the accident occurs away from the premises owned, rented, or controlled by the insured.

Casualty Insurance/General Liability Insurance

Contractual liability - liability over and above that which would be imposed by law which a person assumes under the terms of a contract. For example, manufacturers in selling their products may agree to protect the purchaser against claims which may arise out of the use of the products.

Paragraph 3

1. Medical payments
2. Elevator collision
3. Physical damage to the property of others

} are not liability insurance but are generally written with liability coverages and are rated in the Manual for General Liability Insurance

The implication is that the source cited is a valued guidebook in this field.

I could take more paragraphs to discuss with you; however, these already discussed give a flavor to the organization of this material. To augment these I have set up a Classification Matrix into which material can be slotted as the information is read. You can use the Classification Matrix and complete it as you read or you can devise one of your own in accordance with the content found in this selection. A classification matrix is a valuable method of organizing information so as to see separate components and to be able to see interrelationships of the content.

See page 41 for the Classification Matrix

GENERAL LIABILITY INSURANCE CLASSIFICATION MATRIX FOR CASUALTY INSURANCE

	Cover the hazard that the insured is charged with responsibility for damages to the person or property of others for alleged negligence.	Protection is not offered against all third-party hazards.	Characteristics of Types of General Liability Insurance	Types of GLI: Property	Types of GLI: Bodily Injury
Specialized	✓	✓	Business and professional or personal exposures. Each specialized general liability coverage tends to exclude all of the others.		
Comprehensive	✓	✓	Professional hazards covered Business hazards covered Personal hazards covered Optional generally	✓	✓
				✓	✓
				✓	✓
				✓	✓

Reasons for exclusions
1. important in themselves (auto)
2. not needed by insureds
3. different in their underwriting characteristics to require separate treatment

Figure 19. Classification matrix for general liability insurance.

In the following format I have taken the first chapter in a psychology book and modeled its content. Since this chapter dealt with the historical development of the discipline of science it lent itself quite naturally to a network analysis (time line) model. I used the horizontal line to indicate movement in time and intersected it with vertical lines to indicate simultaneous events.

Because of the elongated nature of the time line utilized it became necessary to use several pages. In an attempt to retain continuity the pages have been attached and folded inward.

STRUCTURALISM

1879

Wundt and Titchener

Wundt

1. Felt the mind must be studied objectively and scientifically.
2. Felt that thinking is a natural event.
3. Represented the birth of scientific psychology in Leipzig in 1979.
4. Wedded philosophy and science.
5. His main concern was with techniques for uncovering the natural laws of the human mind via perceptions. They used themselves for experiment on and introduced measuremet and experiment into psychology.
6. His students spread the new science to universities around the world.
7. He believed in sensations without associations.

Titchener

1. Was Wundt's student.
2. Was the dean of American psychology.
3. Believed psychology to be the science of consciousness.
4. Advocated the study of experience.
5. Felt that psychology's role is to identify the elements and to show how they are combined into structure.

Sir Francis Galton

1. An intellectual adventurer to the profit of psychology.
2. Invented tests to measure individual capabilities and went on to work out methods of comparing scores and analyzing data.
3. He found a wide range of abilities and correlated these with other factors.
4. He fathered mental tests and the study of individual differences, and he allied psychology with statistics and mathematics.

Figure 20. Graphic representation of the historical development of the discipline of psychology.

STRUCTURALISM
1879

William James

1. Was the first native American psychologist.
2. Had a medical degree.
3. Taught at Harvard.
4. Converged connections between physiology and philosophy into psychology.
5. Felt consciousness is a continuous flow and perception and associations cannot be separated.
6. Believed all human activity is functional.

FUNCTIONALISM

After James came Dewey and Angell at the University of Chicago and the theory of functionalism.

John B. Watson

1. First student to receive a doctorate in psychology from the University of Chicago.
2. Denied any consciousness of mental life.
3. His philosophy was that psychology should concern itself with observable, measurable behavior and nothing more.
4. He based his philosophy on Pavlov's experiments.
5. Advocated stimulus-response.
6. Believed in changing behavior through conditioning.

In Germany Gestalt psychology arose.

1. Patterns of the whole or form are considered primary.
2. Perception and thought are found together.

BEHAVORISM

B. F. Skinner

1. Was a behavorist.
2. Believed that behavio can be changed through conditioning.
3. Discovered natural laws of behavior in the process.
4. Reinforcement by rewards for subjects behaving the way the experimenter wants them to.

PSYCHOANALYTIC PSYCHOLOGY

1. A practitioner (M.D.)
2. His psychoanalytic theories came to attention by the late 1920's.
3. He felt that much of our behavior is governed by hidden motives and unconscious wishes.
4. He believed that we have to uncover the causes of circumstance in order to overcome them.
5. He felt that repressed feelings are sexual.
6. Developed psychoanalysis.

Period of 1930 and Beyond

E. C. Tolman
Jean Piaget

COGNITIVE PSYCHOLOGY

1. This theory of psychology is a combination of S-R and Gestalt psychology.
2. The way perception influences behavior and experience influences perception is of concern.
3. This theory is the study of thought processes in the broadest sense.

EXISTENTIAL PSYCHOLOGY

Jean Paul Sartre

1. This theory draws on personality theory and existential philosophy.
2. It leads individuals to an inner sense of identity so that they are able to care, to commit themselves to love.

HUMANISTIC PSYCHOLOGY

Abraham Maslow

1. Individuals must learn ways of realizing their potential through the unity of mind and body.
2. Nonverbal experiences are significant.

Today(1973)

Today psychology is divided more according to specialities than along theoretical lines

Physiological psychology- the study of the body, especially the brain and the nervous system.

Experimental psychology - the study of the whole person or animal.

Developmental psychology - the study of human growth.

Social psychology - study of people in groups and the relationships among individuals.

Educational psychology - the study of learning and learning problems.

Industrial psychology - the study of making work as pleasant and productive as possible.

Clinical psychology - the study of psychological problems, how they develop, how to discover and diagnose them, and how they can be treated.

In a selection from an introductory business text entitled "Doing Business" the following models of the content resulted.

Figure 21. Types of business structures.

Figure 21A. Proprietorship.

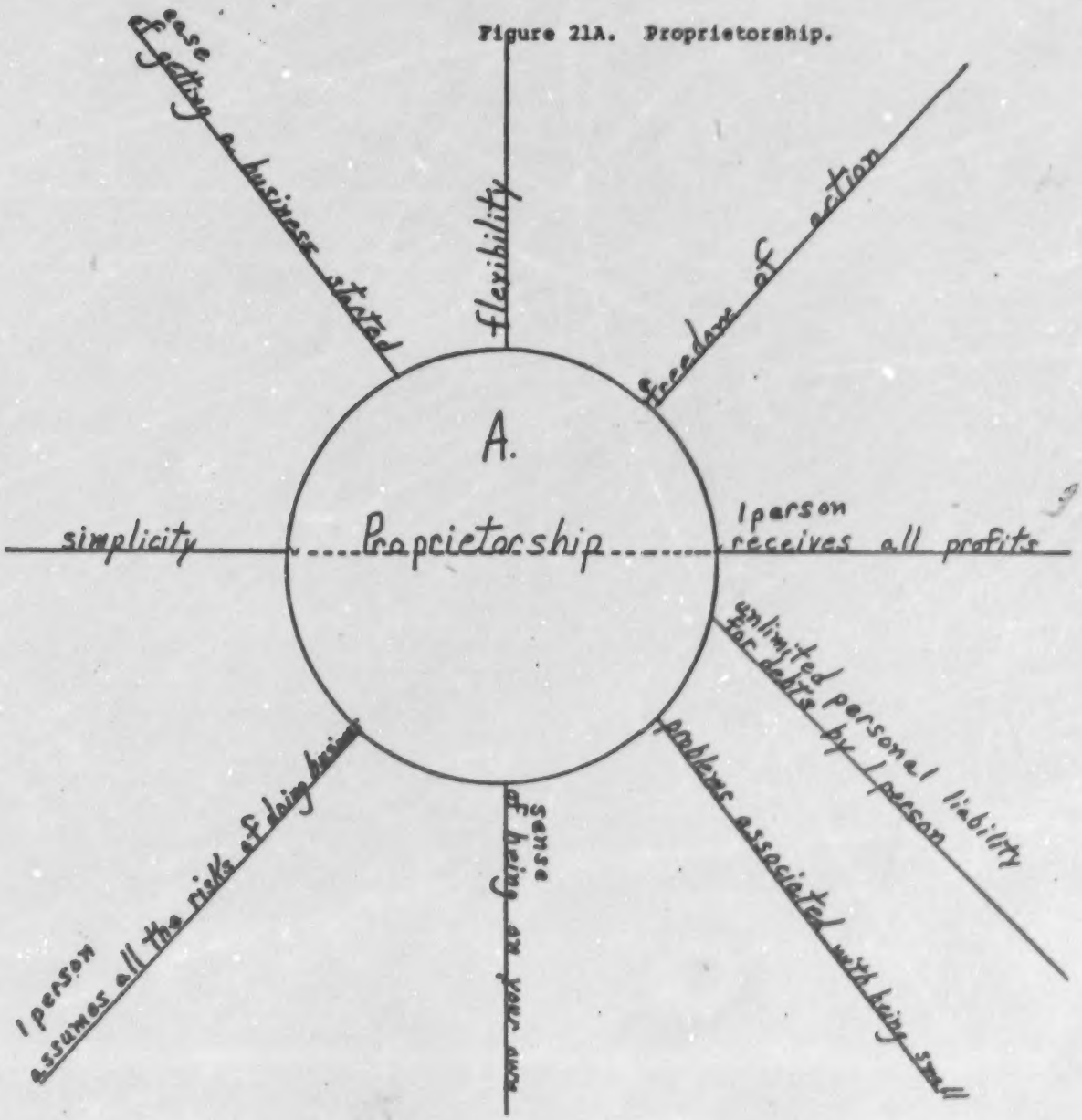

ease of getting a business started
flexibility
freedom of action
A.
simplicity
Proprietorship
1 person receives all profits
unlimited personal liability for debts by 1 person
problems associated with being small
sense of being on your own
1 person assumes all the risks of doing business

Figure 21B. Limited partnership.

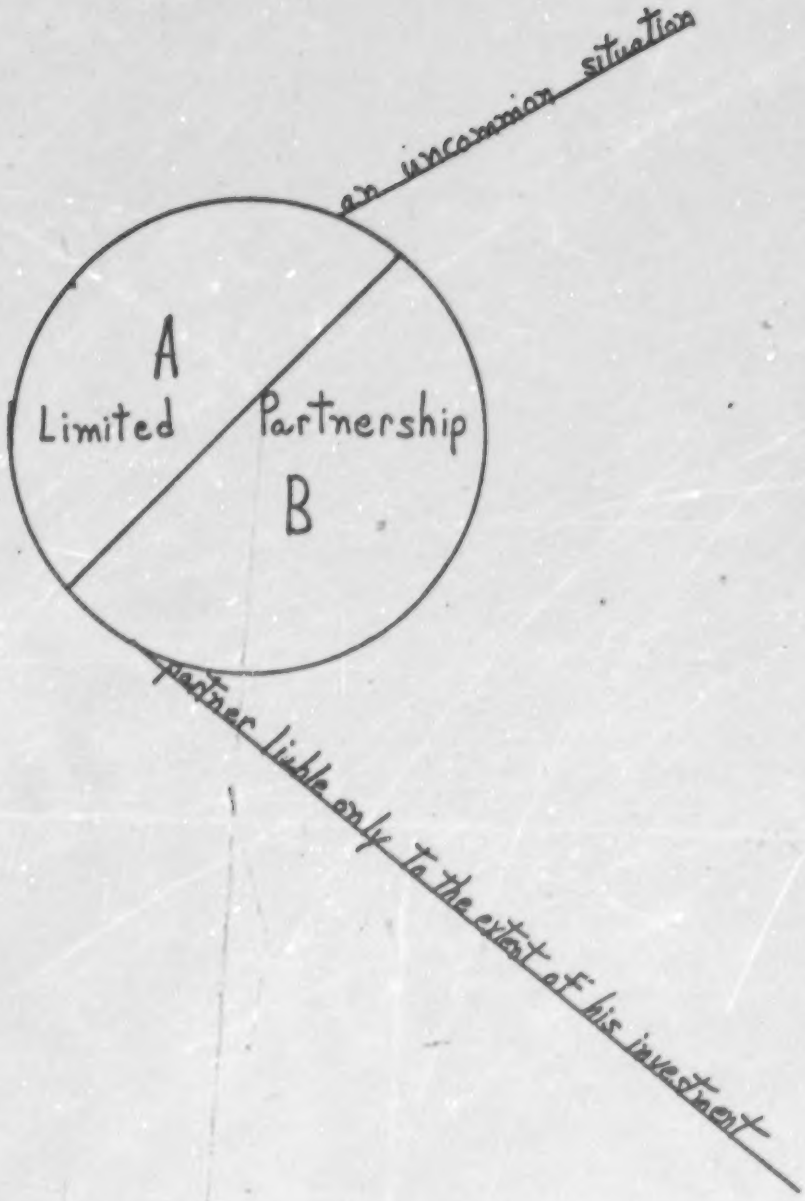


Figure 21C. Partnership.

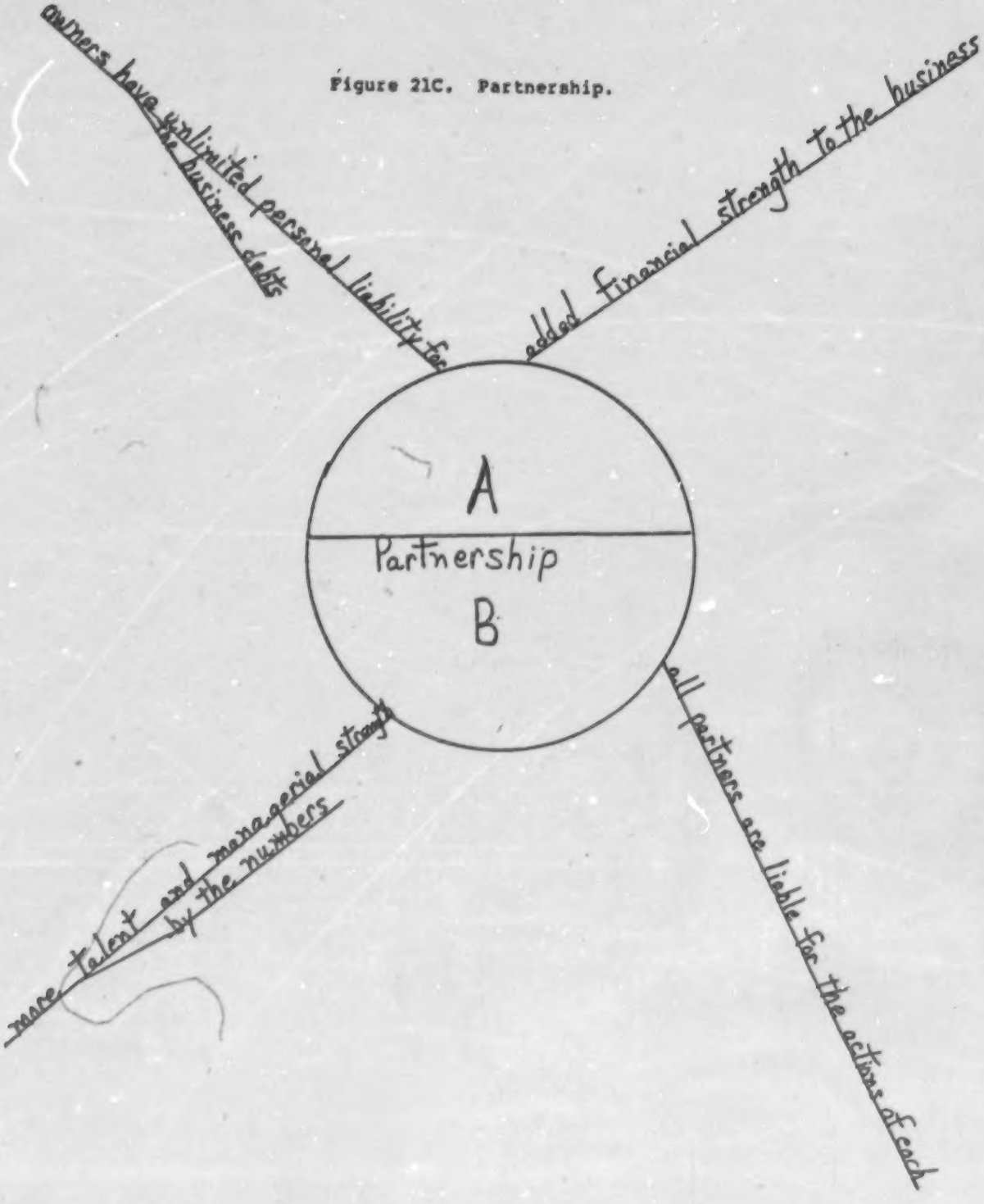
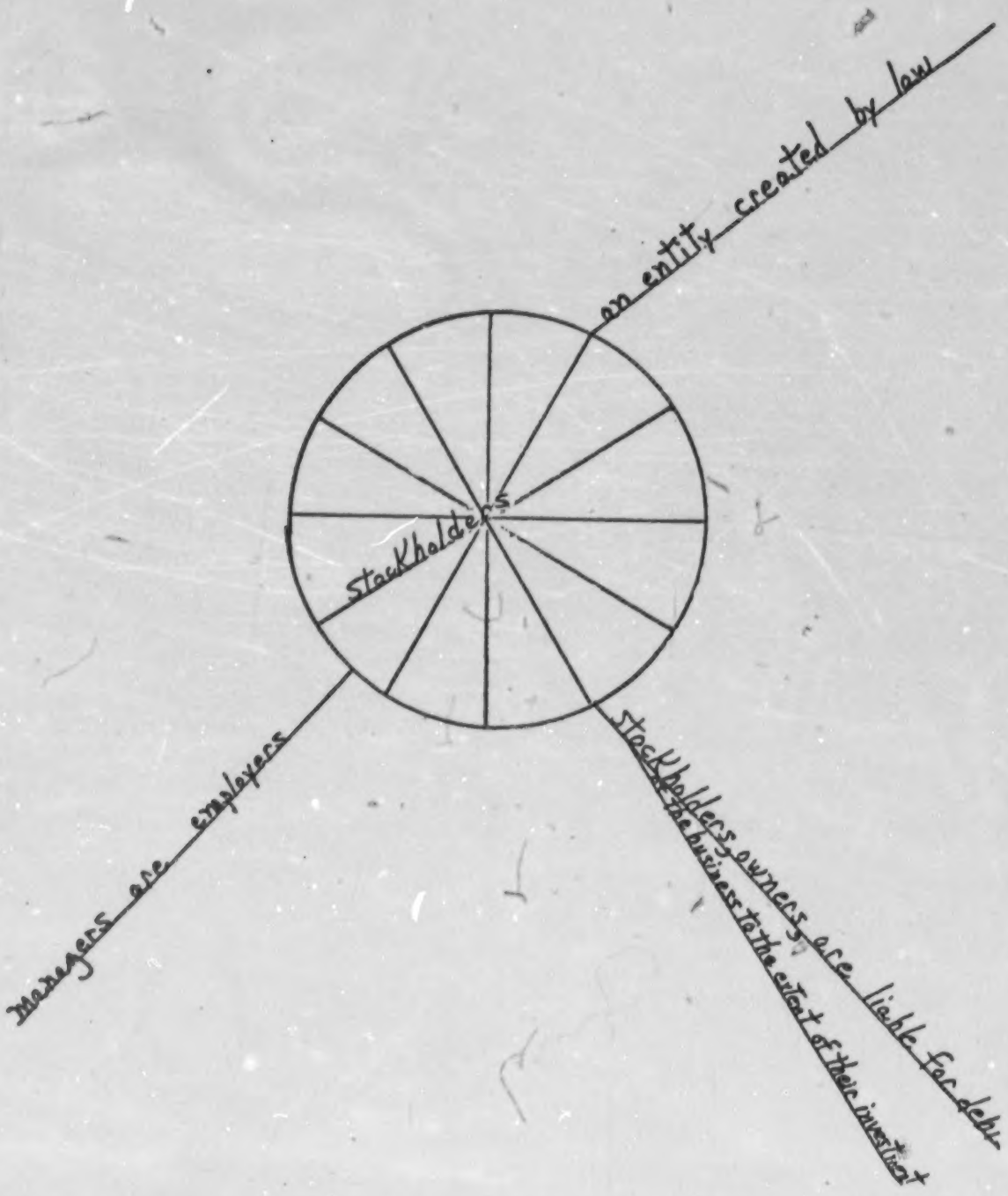
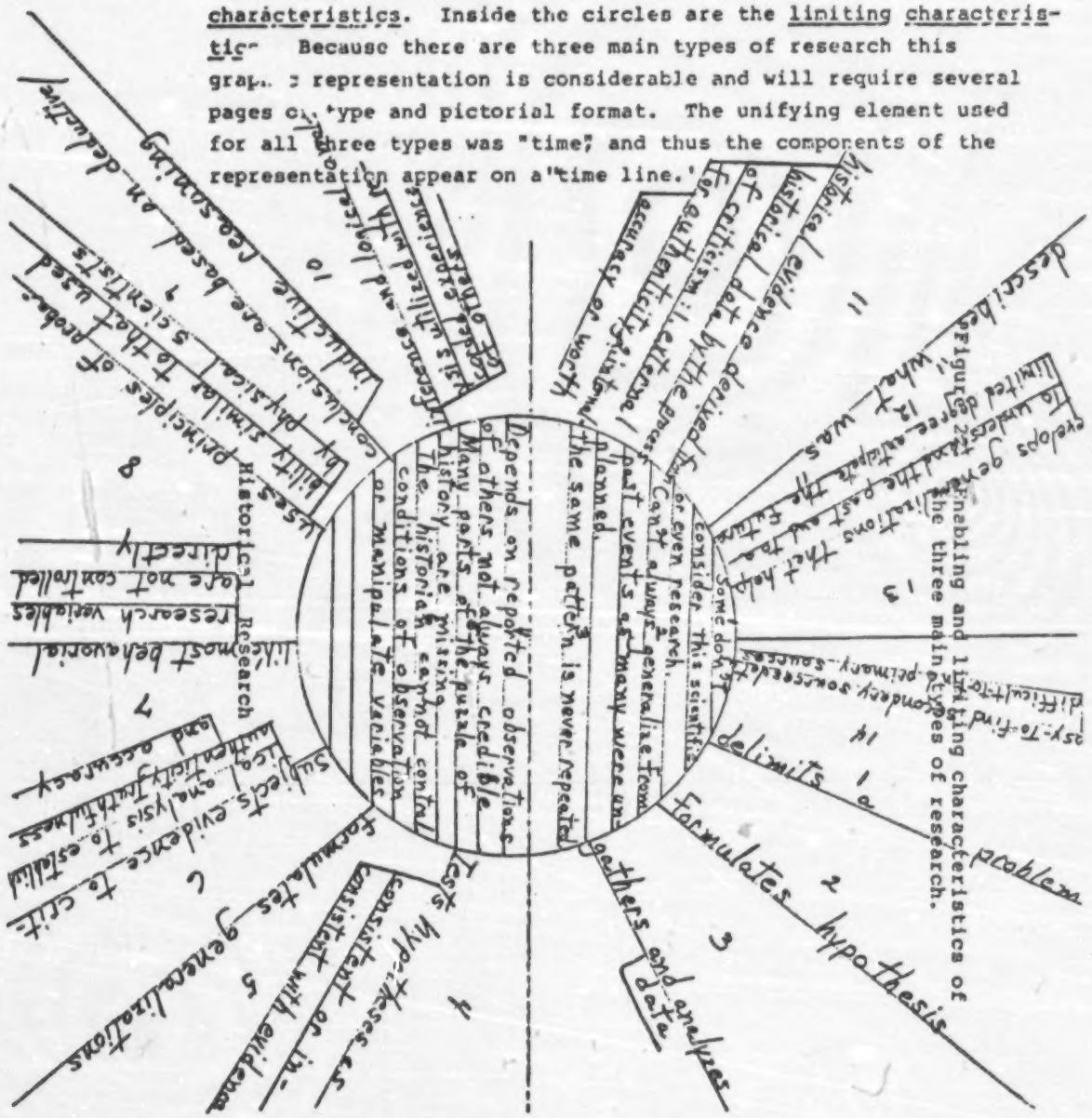
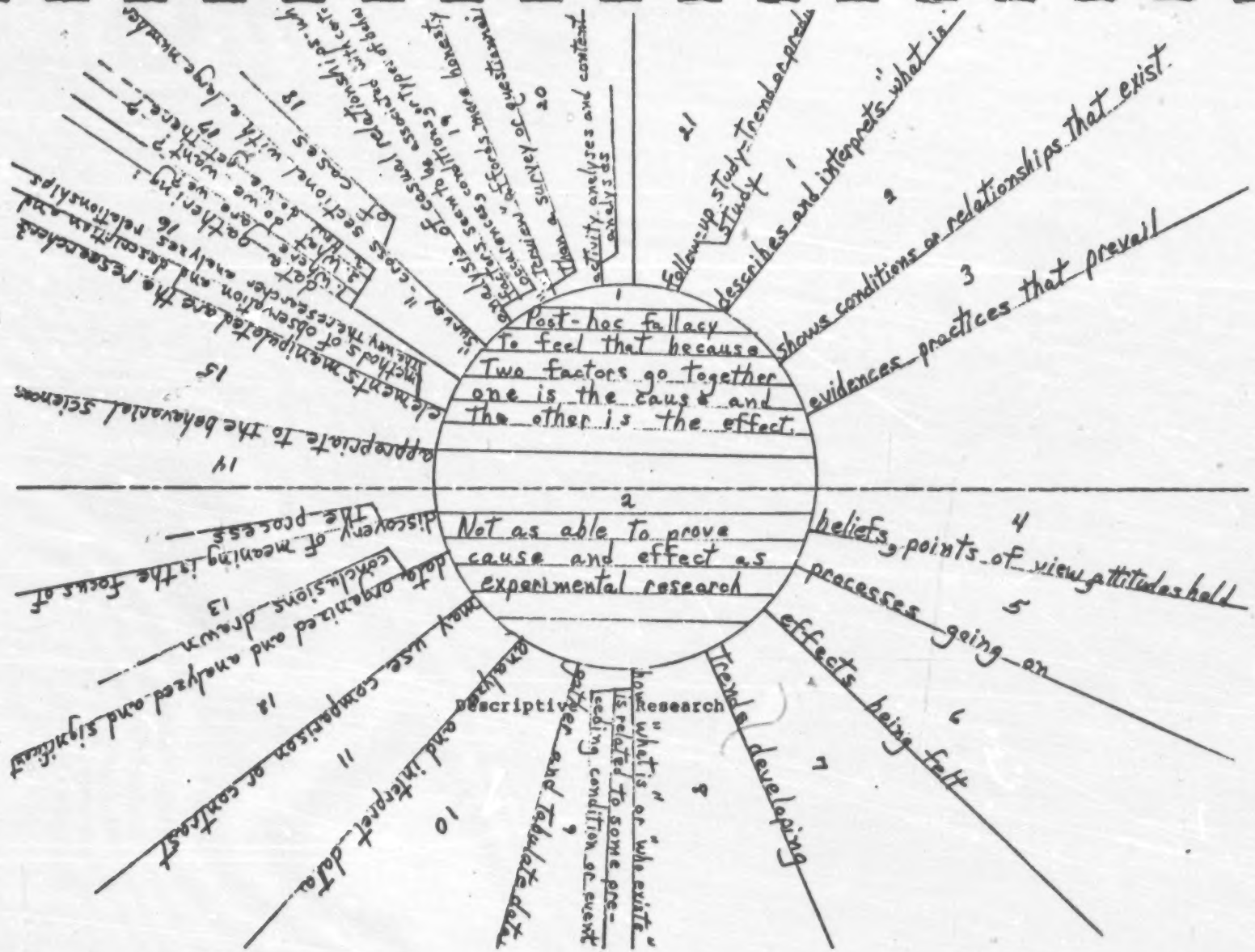

owners have unlimited personal liability for the business debts
added financial strength to the business
A
Partnership
B
more talent and managerial strength by the numbers
all partners are liable for the actions of each

Figure 21D. Corporation.


an entity created by law
Stockholders
managers are employers
stockholders owners are liable for debt
to the business to the extent of their investment

In a research course that was part of my degree program one assignment was to represent in graphic form the various kinds of research and the variables attendant to these. The following graphic outcome was my product. In it the circles have radials outward on which the characteristics of the kind of research in question are indicated. These are the enabling characteristics. Inside the circles are the limiting characteristics. Because there are three main types of research this graphic representation is considerable and will require several pages of type and pictorial format. The unifying element used for all three types was "time" and thus the components of the representation appear on a "time line."


delimits a problem
Formulates hypothesis
gathers and analyzes data
Tests hypotheses
formulates generalizations
Subjects evidence to critical analysis to establish authenticity truthfulness and accuracy
Historical Research
Is concerned with what happened
Uses primary and secondary sources
Depends on reported observations of others not always credible
Many parts of the puzzle of history are missing cannot control the conditions of observation or manipulate variables
Cant always generalize from past events as many were unplanned
Some do not consider this scientific
Descriptive Research
Is concerned with what is
Uses primary sources
Is limited to the present
Is limited to the present and the future
Cannot manipulate the variables
Experimental Research
Is concerned with what will be
Uses primary sources
Is limited to the present and the future
Cannot manipulate the variables
Historical evidence derived from the past
Is critical
Is historical
Is concerned with what was
Cannot manipulate the variables
Conclusions are based on scientific data
Is concerned with what is
Uses primary sources
Is limited to the present
Cannot manipulate the variables
Uses principles of probability similar to those used by physicists
Is concerned with what is
Uses primary sources
Is limited to the present
Cannot manipulate the variables
Most behavioral research variables are not controlled directly
Is concerned with what is
Uses primary sources
Is limited to the present
Cannot manipulate the variables
Uses experiments and other techniques
Is concerned with what is
Uses primary sources
Is limited to the present
Cannot manipulate the variables
1
2
3
4
5
6
7
8
9
10
11
12
13
14


Post-hoc fallacy
To feel that because
Two factors go together
one is the cause and
the other is the effect.
Not as able to prove
cause and effect as
experimental research
describes and interprets "what is"
shows conditions or relationships that exist
evidences practices that prevail
beliefs, points of view, attitudes held
processes going on
effects being felt
trends developing
how "what is" or "who exists" is related to some preceding condition or event
descriptive research
data organized and interpret data
many use comparison of contrast
conclusions drawn
discovery of meaning in the facts of the process
appropriate to the behavioral sciences
elements manipulated are the research and the way the research is done
Michael's observation and description are relationships
Survey - cases selected with care
Why? Where? What? How? Who? When?
Analysis of cases to be considered with types of data
Document analysis - content
Survey of opinions, practices, homes
Follow-up study - trends predicted
activity analyses and content analysis
1
2
3
4
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21

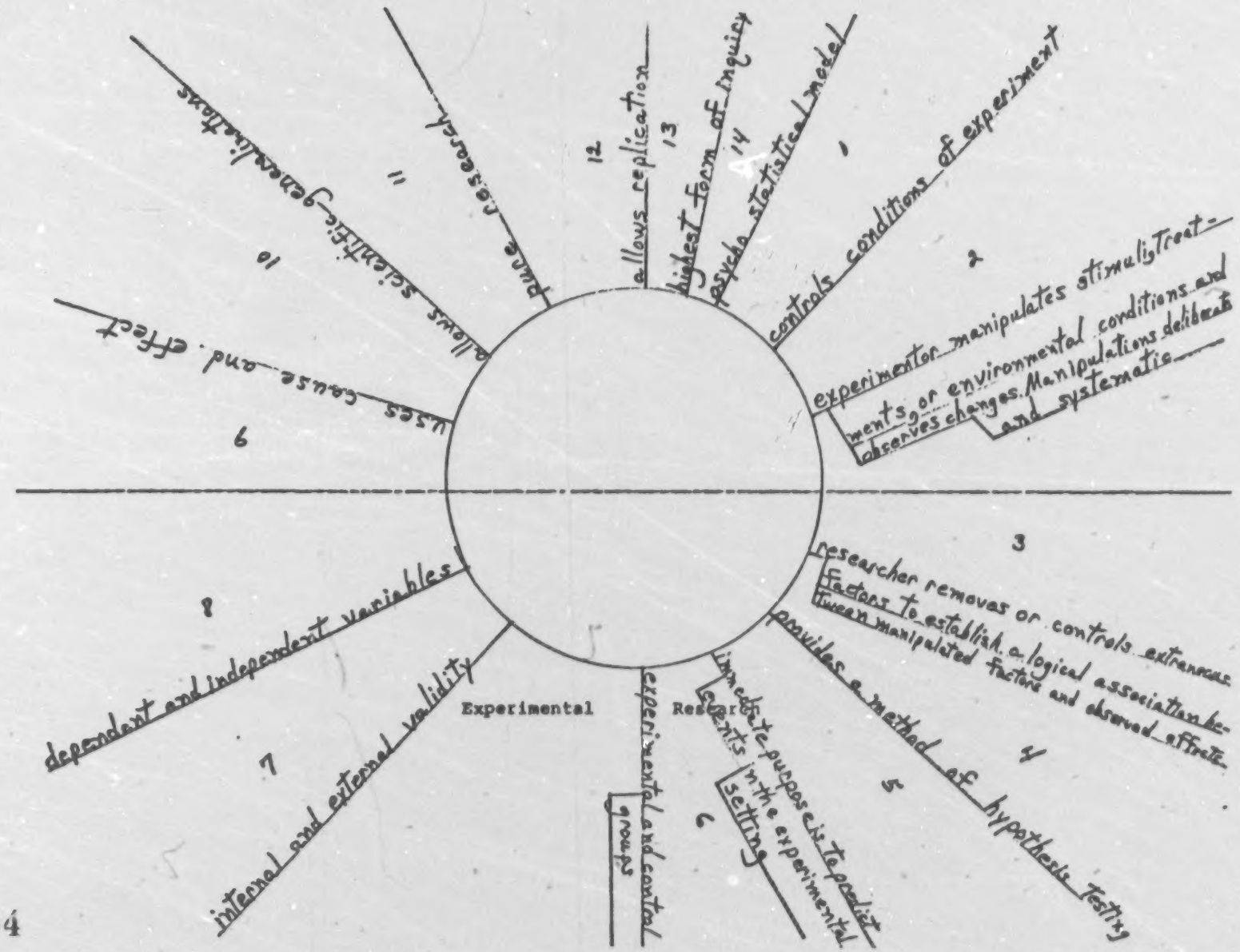
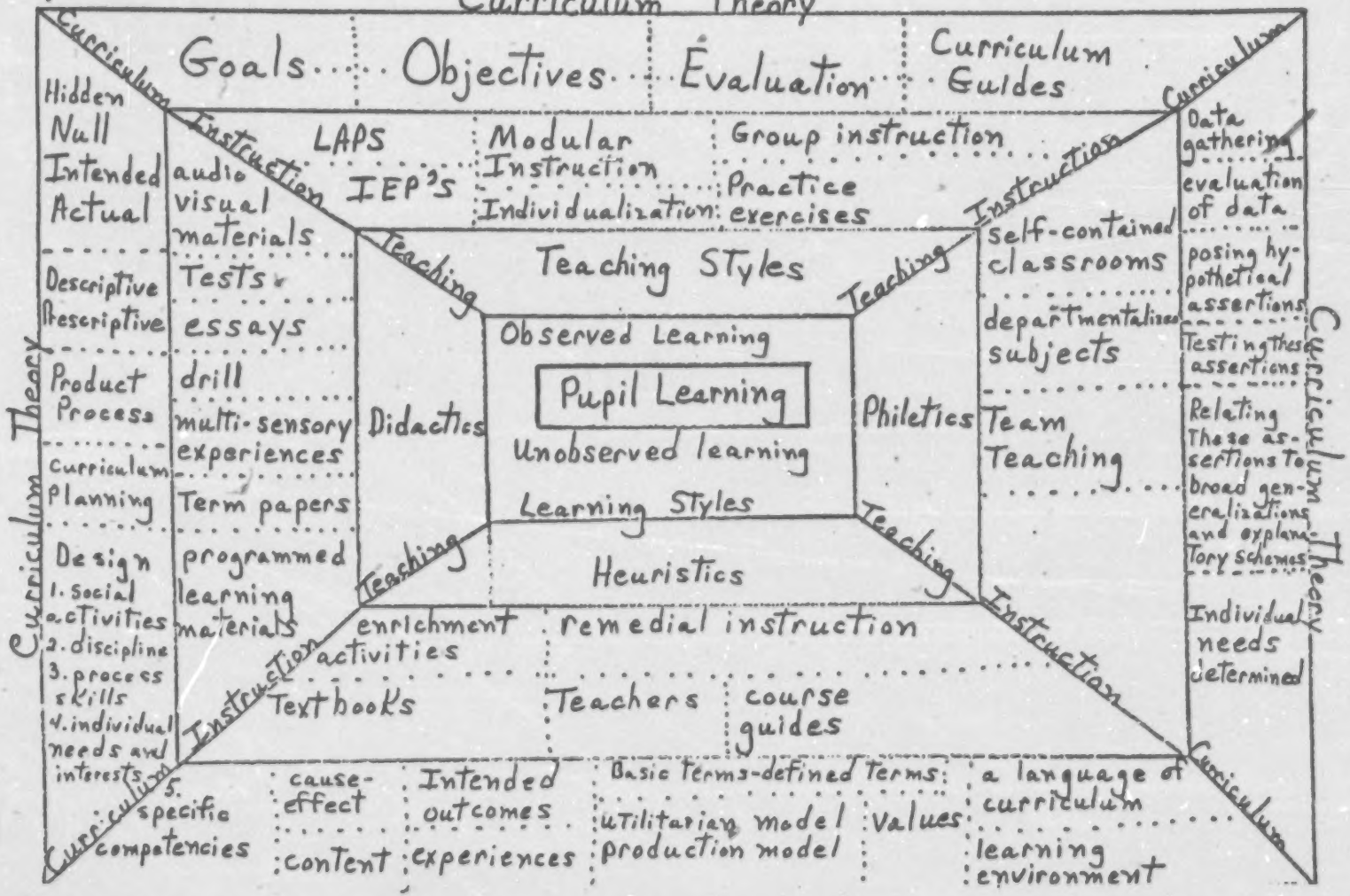

1
controls conditions of experiment
2
experimenter manipulates stimuli/treatments or environmental conditions and observes changes. Manipulations deliberate and systematic
3
researcher removes or controls extraneous factors to establish a logical association between manipulated factors and observed effects
4
provides a method of hypothesis testing
5
immediate purpose is to predict events in the experimental setting
6
experimental and control groups
7
internal and external validity
8
dependent and independent variables
9
uses cause and effect
10
allows scientific generalizations
11
pure research
12
allows replication
13
highest form of inquiry
14
psych. statistical model
Experimental Research

Figure 23. A Model of the Variables of Curriculum

by

Faye Curran



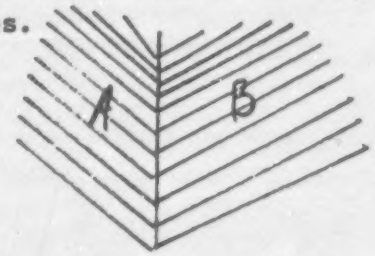
To use still another subject matter let's consider botany. A botany professor with whom I worked deliberately instructed his students to use graphics, which he supplied, as a means of showing boundaries between different types of vegetation.

First, he defined the type of boundary and then used a graphic to illustrate the type.

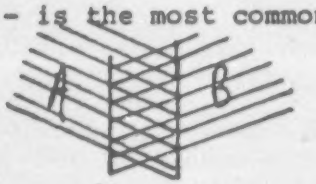
The following is his setup.

Boundaries between different types of vegetation are:

a. abrupt - occurs when there is a sharp change in an important environmental factor (example: sharp change in soil conditions can result in an "abrupt" boundary between two communities.



b. gradual - occurs when there is a gradual change in environmental factors - is the most common type of boundary in natural situations.



c. mosaic - patchwork effect - causes are complex

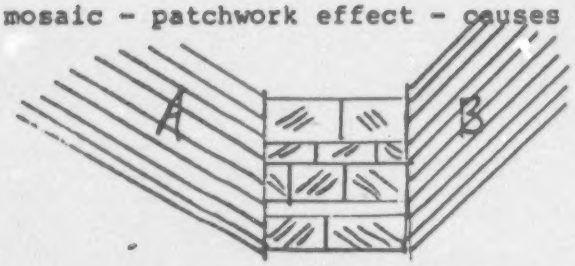


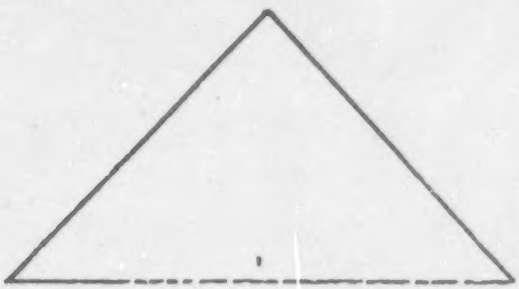
Figure 25. Graphic representations of boundaries between different types of vegetation.

In sociology in my study of families I learned that the number of members in a family plus the number of personal relations between the members can submit to exact mathematical determination.

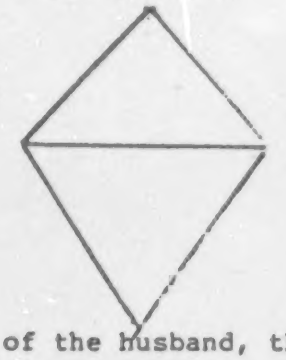
If my recollection serves me well this theory was presented graphically in the following fashion.

The relationship of the husband and wife is shown in the following fashion.

The relationship of the husband, the wife, and a child would be diagrammed in this fashion.



The relationship of the husband, the wife, and two children would be diagrammed in this fashion.



The relationship of the husband, the wife,and three children would be diagrammed in this fashion.

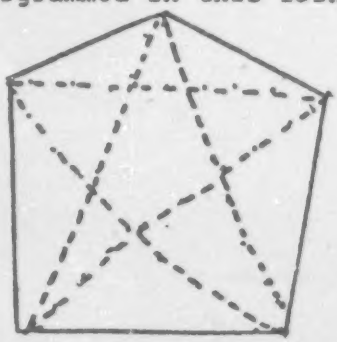


Figure 24. Relationships of members of a family.

In another context we see modeling as a highly successful technique used by primary school teachers. In the early elementary grades much emphasis is placed on having experiences from which to build a vocabulary base. In this context the learner is going from the concrete (the experience) to the abstract (the written word which represents the experience). Not infrequently the fireman will bring the fire truck to the school and demonstrate for the students or the students will take a field trip to a local farm or to a zoo. Upon returning to school the teacher often employs the technique of writing an experience story. In this undertaking the teacher has the children to tell her what happened when the fireman visited them or when they took a trip to the farm. She guides their thinking with appropriately-placed questions and then uses their own language to tell their story. This technique is successfully used with older students who are remedial readers as well as with primary grade youngsters. When the experience story is completed there is a written record, in the students' own words, of what they saw, felt, and experienced in general. This is an excellent way of modeling through the verbal model and experience stories can easily integrate pictures and graphic representations of features of experiences. At this stage the youngsters need help in expressing themselves and perhaps it is often useful to have the teacher write the experience story; however, it is my belief that as quickly as possible is would be advisable to have the children write their own with only the occasional help from the teacher in how to spell a word, or in how to perform some other equally needed technicality. Students could be encouraged from the early grades on to record their impressions of experiences that are actual and this type of expression would lead naturally into note-taking (recording their impressions of reading experiences) of their textbooks and of their teachers' lectures in classes. They could easily be encouraged to employ graphic learning outcomes from an early age. Teachers could demonstrate examples of such outcomes and in integrated arts elementary programs the art teacher could become involved in assisting the students to determine how they would represent ideas. There is no one pattern of representation that fits all people as people's backgrounds and cognitive status determine how they perceive their experiences.

It is utterly amazing how quickly people latch onto the idea of modeling and how useful this idea becomes to them. For example, just from incidental mention of my interest in something called "modeling" my husband has adapted conversation and concepts into this "order structure". His area is sales,and recently he shared with me a verbal model of the fact that in order to make sales the "features" of an item in question need to be translated into "benefits" for the potential customer. I interpret this as meaning that a "suspect" becomes a "prospect" when the features of an object can be translated into something that is personally beneficial to the individ As an example he cited a building block for children and stated that the feature of the block that possibly would make it a benefit might b the molded paint as this would mean that children couldnct chew it off and risk lead poisoning.

In another situation my husband was trying to explain to me a principle of successful business operation. Being an educator I have limited experience in such matters and so he simplified the whole explanation through the utilization of a graphic. What follows is his representation.

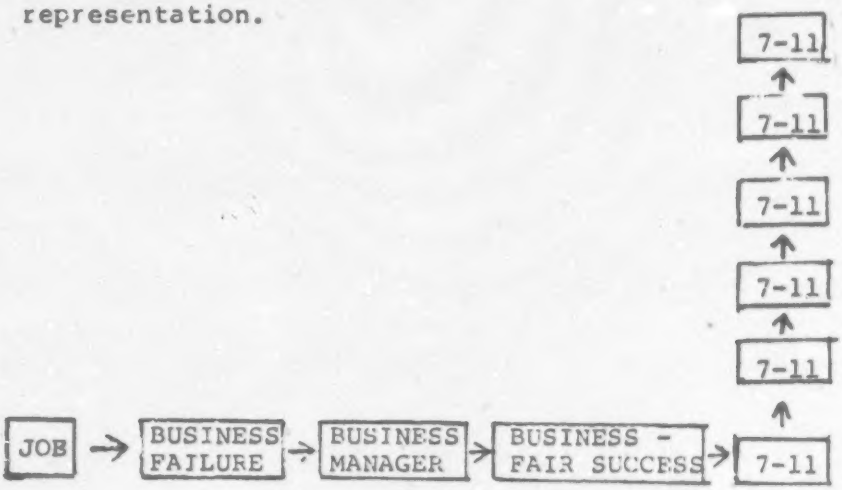


Figure 26. Representation of a process through which an individual went in establishing a successful business.

In conclusion it can be said that modeling outcomes of learning is an approach to the determination of cognitive processes being used by an individual in that person's comprehension. This comprehension can be of ideas, things, objects, experiences, or people. Such comprehension can be modeled in a three-dimensional form (concrete), in diagrammatic or pictorial form(less concrete), or in a verbal or symbolic form(abstract). In our schools at present we deal almost exclusively in the verbal or symbolic dimension - the abstract. Take for instance the teaching of geometry in which students look at two-dimensional forms on paper and often experience conceptual difficulty with such totally abstract thinking. It is within the realm of probability that were these same students given experiences with concrete objects which examplified these same abstract principles that they might then achieve greater insights into how to model their geometric problems. They are being asked to produce the translated model often without a concrete frame of reference for such translation. It is no wonder that they experience difficulty for how can a person go from nothing to something?

Additionally, in our elementary schools we teach the number system and the alphabet in an abstract form from the earliest introductions to these. Our students frequently lack insights into them. I submit that we need to concretize such experiences and take our children out of the forest of abstraction. We are making improvements in this respect but then we resort to the use of standardized measures to assess student achievement to a norm. From these measures we can tell what a given student does not know but we cannot detect how he/she is thinking to have reached his incorrect understanding of an idea. We need an assessment technique for determining where faulty connections in thought are being made by a student. Modeling learning outcomes can very possibly offer such an assessment tool for educators while at the same time it is a psychologically sound content analysis for the student. This is because in modeling the student effects translation of material presented to him in logical order into his/her own psychological order and thus the student perceives the relationships that constitute an existing order structure and can use his own model for

self assessment of comprehension in the school subjects and otherwise. All that a student needs to do is to check his/her graphic model and its parts against the written text from which the model was drawn. The graphic model is indeed a hypothesis and one which can be modified, extended, refined, and corrected in numerous ways against the source material from which it was drawn. Thus, modeling learning outcomes provides a powerful tool for enhanced comprehension through 1. student self-assessment and 2. teacher assessment of the cognitive processes being employed in concept attainment.

In essence the graphic model makes transparent the cognitive processes and connections used in thinking.

For many years I have been concerned with our limited knowledge of how to teach comprehension. It is my belief that modeling outcomes to learning has broken the code to comprehension and that if the simplicity of this approach is widely understood and used that we will have contributed to the maximum development of learners and ultimately to their self-actualization. I fervently hope that this is the case and have prepared this to that end with the belief that "modeling" is a long-sought-after break through to comprehension and that good things should be shared.

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PEER TUTORING: A STUDY SKILLS APPROACH

by

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ABSTRACT

This article is a brief description of a peer tutor training approach which emphasizes study skills strategies. The study skills approach is an innovative development in tutor training as is the emphasis on training the tutor as a student first which is also described in the article. This format was developed by the authors as a workshop for the tutoring program of Michigan State University's Office of Supportive Services.

INTRODUCTION

In seeking current literature on peer tutoring it has become increasingly apparent that most of the publications describe specific tutoring programs. The programs described have a commonality in that they stress building rapport in the tutor/tutee relationship but fall short of offering actual teaching strategies and management techniques which the tutor must also possess. We then turn to a review of study strategies and the underlying structure of the given disciplines - science, math, social science and literature. These articles and studies abound with useful and sound methodology which, if internalized, yield a trained mind capable of learning independently. Since eventual tutee independence should be the goal of any tutoring program, these strategies would be of great use to tutors and should be taught. Unfortunately, these articles are written to teachers; thus, it is rare that the peer tutor is able to avail himself of the research or employ it without specific training.

From our review of the literature we have been unable to find a tutoring program which addresses both the concerns of affective development and teaching strategies. The integration of these two components in every tutor training program is imperative to the production of tutees with systematic skills leading to independent learning. The purpose of this paper is to: 1) Briefly describe the skills instruction component of a tutor training program; and 2) Describe a management approach which the tutor can employ to insure the value of the tutoring session.

WORKSHOP RATIONALE

Very often tutor workshops are conducted from the perspective of the tutor as professional. In other words, it is assumed that the peer tutor, having established rapport with his students, will know exactly how to assist

these students in the tutoring session. This, very frequently, is not the case simply because the tutors are students themselves and have difficulties in their own coursework. Therefore, the workshop should have relevance for the participants as tutors and as students.

From past experience, we have found that in conducting tutor workshops it is essential: 1) To have the total involvement of the tutors and, 2) To consider the peer tutor as a student first and as a tutor second. This is vital if the workshop is to communicate the importance of using various strategies for effective tutoring. Commonly, the workshop leader has to initiate direct experience with study skills for the tutor who may know the material but does not know how to transfer this knowledge to the tutee. Without this guidance the tutor's assistance to the tutee is limited. More specifically, the tutor can only relate his approach to one particular assignment in psychology rather than being able to relate strategies for this content in general in the preparation of all assignments. These considerations were primary factors in planning the tutor workshop for Michigan State University's Office of Supportive Services which resulted in the following format.

TUTOR INVOLVEMENT

To encourage the involvement of the tutors, the session started with a question period in which the workshop leaders asked the tutors to recall some typical concerns expressed by their tutees. These concerns were then written on the board and categorized under strategy areas such as "Scheduling Time," or "Notetaking". For instance, one concern expressed by a student was, "How can I get all my studying done on time when I have so much to do?" This concern was classified as a problem relating to following a study schedule. The advantage of having tutors generate the list themselves was the insurance that the workshop would be directly related to tutor concerns. This list (found in Appendix A on page 8) provided the basis for our discussion on the use of skills strategies to alleviate academic difficulties.

SKILLS STRATEGIES FOR THE TUTOR AS A STUDENT

The list of concerns discussed above indicated problem areas not only for the tutees but for the tutors as well. Many tutors sought assistance from us for courses in which they were not strong. This occurance gave the workshop leaders an opportunity to impress upon the tutors that the best way to communicate the effectiveness of various skill strategies is to be personally convinced of their value. At this point, the discussion turned to an explanation of the various strategies appropriate for alleviating the academic problems. These strategies were discussed based on a study skills packet prepared by the workshop leaders which included methods for:

1. Scheduling time effectively
2. Improving concentration
3. Developing lecture notetaking strategies
4. Developing test-taking strategies
5. Developing various study techniques

Upon the conclusion of this discussion, the tutors were given an assignment to work through the study skills packet so that they would be able to effectively clarify any questions or difficulties a tutee may have in using various strategies.

SQ3R AS A MANAGEMENT TECHNIQUE

The second component of the workshop dealt with tutor questions about managing and organizing their tutoring sessions to insure maximum benefit to the student. After hearing tutors voice concerns over how to actually manage the tutoring session, it became apparent that there was a need to help them feel they were entitled to reasonable expectations of their tutees. The ensuing discussion centered on three basic concepts:

1) The tutor can expect the tutee to expend the effort necessary to come prepared for a session.

2) Tutee preparation involves following the instructions of the peer tutor for the next session

3) The tutor can expect attendance at sessions to be consistent and on a regularly scheduled basis.

Given that the above concepts are the goals, there needs to be a method of implementation which enables the tutor to give worthwhile instructions to be followed for the next session, and which encourages regular attendance.

The management technique suited to accomplish these goals is the study skill of SQ3R. SQ3R and its numerous variations have been shown repeatedly to be the most effective means of text book study and retention. The anagram represents the steps involved in the method:

S = Survey: Quickly skim the reading to get a general overview of the assignment.

Q = Question: Generate questions concerning the content of the assignment to be answered during an in-depth reading. This sets a purpose for the reading.

R_1 = Read: Do the in-depth reading for the purpose of answering the questions which were generated during the previous step.

R_2 = Recite: Do something active with the answers to the questions, for example, in one's own words, recite or explain the answers orally or preferably in written form as notes.

R_3 = Review: Frequently review the notes taken on the material to aid retention.

How does SQ3R constitute a management technique? This question can best be answered through a series of concerns generated by the tutors at the workshop:

1. HOW DO I START WHEN A STUDENT FIRST COMES TO ME AND SAYS HE DOESN'T UNDERSTAND THE SUBJECT AND DOESN'T KNOW WHY?

Begin by asking general questions about what aspect of the material causes the most difficulty, whether it be textbook reading, understanding lecture, problem solving, etc. Narrow the problem down and, most of the time, it is a problem with understanding and retaining the text material Then ask the student to describe his current study technique and the results it yields.

of peer tutors everywhere. The answer to these concerns, we must realize, cannot be found solely in the enhan ment of the interpersonal relationship between the tutor and the tutee. We must go one step further to insure that this transient relationship will produce an independent tutee who will take with him some sound strategies for and a positive attitude about studying. Using SQ3R as a management technique for tutoring works very effectively becasue it is, in our experience, a comprehensive study method which solves most problems associated with studying or creates a structure in which the well-trained peer tutor can begin to help solve these problems

Appendix A

STATEMENTS INDICATIVE OF VARIOUS ACADEMIC DIFFICULTIES

Scheduling Time

1. My teachers give me so much to do, they must think their class is my only class.
2. How can I get all my studying done on time when I am involved in so many activities?
3. I never know where to start when I sit down to study because I have so much to do.

Notetaking

1. In lecture, I try to write down everything the professor says, but I can't get it all down.
2. I take a lot of notes, but it seems what I think is important to take down is not what is on the tests.

Study Skills

1. I want to learn to read my text books faster.
2. I read my material but I don't know what I read.
3. I hate to read this material because there is so much to read and I don't know what to look for.

Test-taking

1. I memorized my notes, but I still did terribly on the tests.
2. My roommate and I both took the essay exam. We covered the same material in our papers but he got a 3.5 and I got a 2.0.
3. I studied all night and still did poorly on the test.

Concentration

1. I have good intentions of studying but when I sit down I can't concentrate.
2. I allow 5 hours at a time for studying, but I lose concentration after 2 hours and can't finish my assignments.

At this point, work into a discussion of SQ3R as an effective study technique which would at least indicate, specifically, what it is the student doesn't understand. This would be indicated by the questions he was unable to answer.

2. HOW DO I MAKE SURE MY TUTEES COME PREPARED?

If the tutor requires that SQ3R be used as a study technique in preparation for a session, he has insured that the student will have put forth some effort in reading the assignment in advance. The added bonus here is that the student will come to the session having answered whatever questions he could and will have a specific list of items which need clarification. This results in much more beneficial use of tutoring time. It has been proven time and again that the value a person places on something increases when he has expended some effort on it. Therefore, the implications for having a student actively prepare for a session are clear.

3. I HAVE TRIED SQ3R AND IT WORKS FOR ME AS A STUDENT, BUT I THINK MY TUTEES WOULD THINK IT IS TOO TIME CONSUMING.

Like any change in behavior, learning a new skill takes repetition and a feeling of success or benefit. The fact that the tutor sees the value in SQ3R will be a large factor in "selling" it to a student. It does seem time consuming at first, but over a period of time, perhaps six tutoring sessions, the method will become habit. Generally, some of the rewards of improved grades, more efficient test review session, or less test anxiety will have also occurred to give the student reinforcement. For the student who is adamantly opposed to using SQ3R, the experienced tutor can modify the method or break it down to fit his needs and make it less time consuming. For example the following variations can be employed:

1. General questions used to guide a broader summary of material
2. General questions used to guide a chapter outline
3. General questions to be answered by the main idea of the first paragraph in a section

5. SOMETIMES MY STUDENTS WILL MISS SEVERAL TUTORING SESSIONS ONLY TO SHOW UP THE NIGHT BEFORE THE TEST FOR INSTANT KNOWLEDGE.

This situation can be avoided by making expectations known about preparation in advance and regular attendance. The tutor does not have to see a student under these circumstances if he has made the ground rules clear. Should the tutor choose to see the student, he should emphasize that is is impossible to instill "instant" knowledge or understanding at such a late date, and not to expect great success on the exam. Then he can proceed with whatever survival strategies seem appropriate.

6. SOME OF MY STUDENTS DON'T MAKE PROGRESS EVEN THOUGH I EXPLAIN EVERYTHING AGAIN AND AGAIN. WHY IS THIS?

One of the long range goals of any tutoring program should be the creation of independent students. Unfortunately many tutors subconsciously foster dependence because of the inability to teach the tutee how to be successfull without assistance. If a student is not making progress even after repeated explanations, it is because he is unable to do anything in-between sessions to help himself learn. SQ3R would alleviate this problem by instilling in the student a skill that, once mastered, can be used independently. If a tutor is really successful, the student will have less and less need of him as time goes on.

7. HOW DO I FIGHT THE INCLINATION TO JUST GO AHEAD AND DO THE ASSIGNMENT FOR THE STUDENT?

These feelings usually arise from the tutor's frustration when at a loss for anything better to do or to suggest. Having the student prepare by using SQ3R gives a different tone to the session. The tutor can now direct discussion specifically to elements of the assignment causing difficulty, rather than doing the whole assignment for the student.

CONCLUSION

The concerns of the peer tutors discussed above are most likely the concerns

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A MODIFICATION OF SQ3R AS A STRATEGY FOR TEST-TAKING

As a study-reading technique, SQ3R is highly recommended in the literature and is a major component of most college reading improvement programs. SQ3R is effective because it makes the task of study-reading purposeful. Concentration and comprehension are enhanced by the reader being actively involved with the material and being selective and reflective about what it means for him. It is this heightened level of involvement and activity that helps make a modification of SQ3R so effective as a technique for taking reading comprehension tests.

A second element necessary for optimum performance on a reading comprehension test is revealed when the nature of the test-taking task is considered: a typical test consists of passages followed by multiple choice questions which are to be answered within a specified time limit. The imposition of a time limit is a major factor affecting a student's performance; invariably a student who can finish the test has a greater chance of scoring better than one who fails to complete all the questions. Not only does a student need to be an active reader, he needs to be efficient as well.

Employing the first three steps of SQ3R, hereafter referred to as SQR, can enable a reader to do his best on a reading comprehension test. The rationale is as follows: the passage should first be surveyed to provide a notion of what it's about; second, the questions are read so the reader knows what he will be held responsible for; and last,

the reader reads the portions of the passage which are necessary to answer the questions. In the process of teaching this approach it is important for the students to understand the ramifications of each step. They need to keep in mind the necessity of performing under an imposed time limit.

A passage on a reading comprehension test is surveyed for the same reason the reader surveys anything: to know what's coming. In a test-taking situation this should be as brief as possible and there are two strategies which a student can try: 1) he can read the first line and the last line of each paragraph, or 2) he can skim the paragraph(s) picking up key words to get a sense of what it's about. It is important that the reader be actively processing the information during the survey.

The second step is to read the questions. Some students are bothered by the notion that it's cheating to read the questions before reading the passage. It might be helpful to point out that they will be held responsible for knowing something about the passages for the duration of the test, and never again do they need to be concerned about the information or the questions. Thus, it is more important that they use the questions to guide their reading so that they may finish the test during the time allowed. It might be revealing to discuss just what level of understanding is called for on this task. The purpose is provided for the student, an acceptance of that makes the task easier.

The final step of SQR is to read for the answers to the questions. Holding the questions in his mind, the efficient reader finds that his

attention is focused on the portions of the passage dealing with the questions. Extraneous information can be ignored and will not slow him down.

Teaching SQR as a test-taking strategy is best done after a thorough explanation of SQ3R as a study-reading approach. Students need to have employed SQ3R to appreciate the value of surveying and the purpose-setting nature of creating questions to guide their reading. Any material which features the test format of passages followed by multiple choice questions can be utilized. Students should first work exercises following the traditional approach of reading the passage and then answering the questions to establish not only how much time it takes but to assess their comprehension score. After SQR is explained students should practice employing the approach and compare their time and score with the traditional approach.

ABSTRACT

Tips for test-taking often include time-management strategies, cautions about following directions, and advice about how to best answer multiple-choice questions if one is not sure of the answer. Further help may be given to students who are faced with a typical reading comprehension test which consists of selections followed by multiple-choice questions. Employing a modification of SQ3R will serve to make the reader's task purposeful and enhance his/her concentration and comprehension.

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PIGGYBACKING READING AND STUDY SKILLS ONTO COLLEGE COURSES

Since at least 1916, attempts have been made to improve the reading and study skills of college students. (Enright, 1975) And even though widespread acceptance of reading and learning centers is comparatively recent, there is nothing terribly innovative about teaching these skills per se.

What is innovative is the vehicle used to teach these basic skills. Most college reading specialists perceive the problems inherent in a developmental reading course which is removed from the student's on-going academic course work. This paper will describe an attempt to incorporate reading and study skills into the academic life of students.

Attempting to improve those reading and study skills that college students appear to need is not an easy task. The many obstacles that prevent such attempts must be met with ingenuity and energy.

Obstacle 1. College students have no need to improve their reading and study skills.

Solution. This statement is heard very frequently and it is based on the assumption that reading and study skills are mechanical acts which can be mastered at an early age. But the reality is that these skills are developmental and can be enriched and advanced throughout formal schooling. Chaplin provides a good rationale for improving reading skills when she says, "A college curriculum includes higher level concepts and skills which are peculiar to the content to be covered. Therefore, learning experiences in reading, provided to enhance the growth of all students, are not remedial, but developmental in the sense that movement is the sole criterion. Reading is a necessary concomitant to all academic instruction and must be woven

carefully into the curriculum fabric." (Chaplin, 1978)

An even stronger case can be made for study skills because most students have had no formal instruction in this area by the time they are college freshmen and have little idea of how to manage their time, take notes, memorize data, and review for tests. The conclusion is that there should be some way to improve the developmental reading and study skills of college students.

Obstacle 2. Few college instructors have training in improving reading and study skills.

Solution. College professors are hired because of their expertise in a scholarly area; it is not reasonable to expect a professor to be knowledgeable in reading and study skills as well. Therefore, one solution is to acquire a resource person competent to teach reading and study skills to assist the professor. It is helpful for that resource person to have a working knowledge of the instructor's field of study.

Obstacle 3. The demands of most courses are such that class time cannot be used to teach reading and study skills.

Solution. Any effective skills program will prove to be lengthy enough that it should be conducted apart from class time. (Although there are also many valuable contributions any instructor can made within the class, such as, taking a few minutes to discuss how to study for the exam or what to look for while reading a particular chapter.)

Obstacle 4. The abilities of college students are so diverse that any one program or approach will not be effective with all students.

Solution. Many students do come to college with serious skills deficiencies. The best solution would be to assume that students enter college

without serious problems, but since that is not realistic, students with skills problems of a remedial nature should have some type of special support until they can overcome their deficiencies.

Obstacle 5. Many students either lack interest or are unaware of the benefit of improving reading and study skills.

Solution. Students will do things they perceive are in their own best interests, just like the rest of us. So coordinating a reading and study skills program with a particular course can create more interest through immediate application.

Another way to promote interest is to have the instructor's support. If a professor says that a particular activity is worthwhile and can be beneficial, students will be more inclined to participate.

Finally, any program that intends to improve college reading and study skills should be effective enough to show tangible results. Once students start promoting a program among their friends, the success of the program is assured.

The program that overcomes all these obstacles at the University of California, Riverside is called the Adjunct Program. It has been operational for six years and is now the major vehicle to deliver reading and study skills to our campus.

The Adjunct is a structured, formal program coordinated with a particular course, designed to teach reading and study skills to groups of college students. Thus students in an entry level sociology course, for instance, can participate in an adjunct which will concentrate on how to take notes, read the text efficiently, and prepare for tests specifically for that

class.

This program is most successful when it is offered in large, entry-level courses in which students have been known to experience difficulty. A large class is necessary to attract enough students to justify the time spent by the adjunct instructor. Entry level courses seem to be more successful because students have not had a chance to learn "bad habits" in that particular discipline, and they tend to be a fairly homogeneous group. Also, concentrating on difficult courses helps attract more interest and provides a more definite focus to the adjunct program.

The adjunct instructor has a double job because it is essential that he or she attend all the class sessions and teach the adjunct program. Going to the class without fail assures that the study skills are realistic and applicable. It also makes the adjunct instructor highly visible and accessible to the students. This person must have a solid grounding in reading and study skills, especially as those skills pertain to a college setting. The primary function of the adjunct instructor is to assess the demands of the course and then present the skills which students would need to be effective in the course. Without a good knowledge of the different techniques available in improving reading and study skills, the adjunct instructor cannot provide the right assistance, and the program will suffer. So, it is usually more important that the adjunct instructor be a specialist in reading and study skills than in the specific content area.

There is one important exception to that last statement, however, which occurs in working with science courses. As courses become more technical, it becomes increasingly necessary that the adjunct instructor have a good background in the content area, a condition usually present in the sciences. In chemistry, for example, it is necessary to have a working

knowledge of the algebraic demands peculiar to chemistry because working with chemical formulas is an area in which most students encounter difficulties. So for a chemistry adjunct, the instructor will spend some time early in the program helping students determine if they have the algebraic skills needed and also demonstrating to students successful ways to approach chemical formulas.

In addition to the knowledge needed in reading, study skills and the content area, the adjunct instructor must have a clear idea of the nature of the adjunct program, which is best stated in terms of what it is not. First, it is not tutoring. Content area professors become suspicious of learning center personnel at the slightest hint that the study skills specialist is teaching any of the content, and rightly so. If a student does not understand the content, then the student should consult with the course instructor or seek a qualified tutor. Second, the adjunct program is not individual study skills counseling. The adjunct is a group program, and the more it remains a group function, the better the chance that interaction and discussion as a group will take place. Because the adjunct instructor has to attend lectures as well as prepare and present sessions, the program is not efficient unless it is a group situation. The adjunct instructor will spend at least five hours a week with the adjunct, so the adjunct must attract enough students to justify the time spent. Third, the adjunct program is not remedial. The program is geared to the demands and pace of an academic course, so the movement in the adjunct program is rapid, and there is not time to assist students with serious deficiencies. It is, therefore, essential that an adjunct program have a support service to which to refer students with serious problems.

The content of the adjunct program is flexible and can be adjusted

to meet the requests of the instructor and students in the course. There are some topics that are "standard" in that just about every course requires certain similar skills from students. These standard topics and comments on each are listed below.

Time Management. Students are asked to assess the course demands, how they use their time at that point. They then draw up a study schedule designed to meet the demands of their courses by making the most efficient use of study time. The schedule is checked periodically and revised after the middle of the school term.

Reading Textbooks Efficiently. Early in the quarter, the adjunct instructor and students examine the text and analyze the difficulties encountered in reading it. They discuss the organization of the text, non-print aids, and what the professor expects the students to know from the text. The SQ3R method of study is explained and applied to the text. Students bring in their text regularly to discuss progress. Since most courses require a good deal of reading, this topic tends to be a recurring theme in the adjunct.

Underlining and Other Note-taking Strategies. The emphasis here is on thinking through the concepts presented and making a conscious decision to underline or note only that material crucial to understanding. We find most students underline mechanically, with little thought to what or why, and they underline either too much or too little.

Taking Lecture Notes. This skill seems to be the one for which students are least prepared. The advantage of the adjunct program becomes apparent when teaching this skill because the note-taking methods are related specifically to a particular lecturer, and the examples and practice are immediate and realistic.

Reviewing for Tests. Because the adjunct instructor takes part in the course, it is easy to remind the students when it is appropriate to start reviewing, and to demonstrate practical ways to review. A valuable exercise has been to ask students to list and discuss practice test questions throughout the quarter.

Test Taking Techniques and Practice Tests. The adjunct instructor discusses how to take tests and what pitfalls to avoid after which time students are given a practice test. This activity is scheduled a week to ten days before the actual mid-term and final. In this way, students can determine how well prepared they are for the exam and learn the importance of avoiding common mistakes, such as misreading directions or negative questions. The practice or mock exams are the most popular part of the adjunct program. We often hear that our mock exams are passed on to students who are not in the adjunct, but who use them as a method of test review.

The adjunct program changes to meet course needs. Thus, when a course features essay esaminations, there is a concentration on writing and how to prepare for essay exams. Experts in writing may be asked to take part in those sessions. Science and math courses call for considerable changes in the syllabus. Typically, students need to be aware that these courses will take up more of their time and call for quite a different style of note-taking and reading. The immediate goal is to enhance the ability of students to be successful in the course, so the adjunct instructors are always prepared to adapt to the course demands thus increasing the effectiveness of the adjunct.

The goal of the adjunct program is to assure that the reading and

study skills of students are sufficient for them to meet all their academic goals. So as the adjunct course proceeds, the instructor emphasizes that the skills taught are transferable, and that the course includes all those skills considered necessary to become a successful student. Fortunately, most of the reading and study skills presented in any adjunct are applicable to a wide range of academic areas. If a student is a good note-taker in one class, he or she will find that skill valuable in every lecture class.

----A FOOTNOTE----

The Learning and Study Skills Center of California, Riverside, has been offering adjunct programs for six years. During 1978-79, adjuncts were offered in both major and non-major beginning biology, black studies, Chicano studies, history, political science, psychology, and sociology. Four-hundred ninty-six students took part in the adjunct program. It should be pointed out that not all adjuncts were successful, usually because the course itself was more advanced and therefore students did not need (or feel they needed) this supplemental help, or it was impossible to schedule the adjunct at a time convenient to a majority of interested students. For 1979-80 we have requests from instructors to offer adjuncts in beginning chemistry and religious studies, as well as the areas listed previously.

The adjunct program has been evaluated in several ways. The fact that faculty request the program is a positive comment on its value. In addition, faculty comments have been solicited, and those comments have been favorable. Students who participate in adjuncts are routinely asked to evaluate the effectiveness of the program. A large majority of the students rate the program as excellent and feel they have improved their study skills and

their standing in the class. The program is also evaluated in terms of grade improvement. The final grades of students who participate in the adjunct program are compared to final grades of students in the same class who did not take an adjunct. In some cases, final grades for students in the adjunct were higher.

A more significant pattern can be seen in a comparison of adjunct and non-adjunct students who received a grade of C- or less. The difference here was striking. Students who participated in the adjunct had a much smaller percentage of lower grades--only about 10% of the adjunct students had grades of less than C-.

A final means of evaluation is a comparison of progress over the quarter. In the Biology sequence, which contains the largest number of adjunct participants, students are given a series of four tests. When those results are examined, we have found that adjunct participants showed a greater degree of improvement than the total class. Our conclusion is that participation in the adjunt program will help to insure that students will be successful in the academic class.

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STIMULATING SELF-OBSERVATION FOR IMPROVEMENT IN READING

In the course of a day, it is not unusual for people to be involved in activities such as: listening, comprehending what others are saying, creating images for the words they hear, questioning what they don't understand, talking to themselves, making inferences about what they see and hear, becoming interested in things, and remembering. All of these activities, and more, are required to make sense of a written text. If teachers can help students to become aware that they are engaged in these activities, then together they can work deliberately to transfer them to reading. It is, however, important that students become aware of these involvements by observing themselves rather than by teachers telling them that they do this or that. In this way students have the opportunity really to know for themselves rather than to take something on faith. In addition, they can become more in touch with the resources they already have to bring to reading rather than feel that they must learn everything from "the beginning."

Following are exercises in questioning and imagery. Students, having numerous questions about people they meet, places they go, or new things they hear, don't often realize that it is their questions which provide the basis for acquiring new information. We all create images for stories and incidents we hear about from friends, manual skills we have learned as part of living, and many more of our activities, but students don't often realize that their power to visualize has a direct connection to their ability to comprehend and to retain information. The exercises which follow can provide students with opportunities to 1. become aware that they ask questions and create mental images 2. strengthen these abilities and 3. transfer these abilities to reading and writing.

Questioning Exercises

1. On the blackboard write a statement like the following, "I do not talk to Jackie Green." Ask the students whether they have any responses. Without saying another word, record their responses on the board. Encourage more responses by saying, "Any more?" When you have at least fifteen or twenty responses, analyze with students, the nature of their responses. You might say, "Do these responses have anything in common? If so what?" (In general, their responses will take the form of questions,) At this point you might ask your students whether they often ask questions, and whether they always ask them aloud. Suggest that they observe a portion of their day noting whether they ask themselves questions and tell them to record any that they ask. Take class time to share their findings. The focus here should be on them and on their questioning and not on answers.

(In this exercise as well as others which follow, if you want students to gain an awareness of their functionings, it is important that you don't tell them "the point" of the exercise. They should be guided through your questions to discover it for themselves.)

2. Tell a story aloud stopping in the middle of an exciting part. Record your students' responses. Proceed as in exercise 1., or ask students why they asked questions, if their responses were questions.

3. Distribute a difficult passage. Ask students to give it meaning. After they have spent some time with the piece, ask them to indicate whether they were successful, unsuccessful or partially stumped in their attempts to make sense of the text. Ask those who were stumped to share the things they said to themselves as they tried to comprehend the piece. Record these responses. Many of them may be questions. Here you might ask them: When do you ask questions? Why did you ask these questions? Does having the questions written down allow you to do something you could not otherwise do? Are there any questions which you would like to rewrite? Do you have any questions to add? etc. (In this exercise you can help students become aware of their question making abilities and you can help them learn to formulate shrewder questions.)

4. Hand out a comic strip without words. Ask students to figure out the story from the pictures alone, paying attention to the things they say to themselves while trying to figure out the story. When they have finished, ask them to report how they got the story. They may be tempted to tell the story, but if you focus on how they got it, they may find that asking questions about the designs or pictures was integrally involved in the process, and something they can use when reading print.

5. Write the first sentence of a short story, an essay or article on the blackboard or on a piece of paper. Ask students to write at least ten questions about the sentence. Then have them read the piece and write, or be prepared to tell which, if any, of their questions were answered.

6. Choose a difficult passage, preferably nonfiction. Have students ask questions for each sentence or for the first sentence of every paragraph. Have them read the entire piece and be prepared to write or tell which, if any of their questions were answered. (You might suggest that among their questions should be, "Do I understand this sentence?" or "Am I clear about the meaning of this paragraph?" before going on to read more.) If they have questions which are not answered by the text, they may find the answers elsewhere. Discuss this possibility with them. As another exercise, arrange for them to seek answers by consulting other sources.

7. Give students the first sentence of a prose piece. Don't show them the rest of the passage. Ask them to write as many questions as they can about the sentence. Then have them write a prose piece in which they answer these questions. Afterwards have them read the original piece and ask them to compare the content of their writing with that of the original. (This strategy may help students become aware of how much of themselves they bring or can bring to a piece of writing.)

8. Ask students to write approximately one page on a given topic of their own choosing. When they are finished, have them exchange papers. Have students read each others papers and direct them to ask five question about the content of the paper. Have them return the papers to the authors who should rewrite their papers incorporating the answers to the questions. Repeat, using the rewritten paper.

For exercises using pictures to elicit questions, see article, "Using Questioning as a Tool in Reading." (See final page of handout for location of article.)

Imagery Exercises

1. Tell students a story which is rich in imagery. Ask them what went through their minds as you told them the story. Ask them to describe in detail the form(s) their thinking took.

2. Tell a story like the following: " One day I went to the beach.

It was very cold and deserted. Suddenly I spotted an old man. He seemed to be carrying a cane and looked very tired and weak. He had holes in his clothing and holes in his hat which was all out of shape. His whiskers were so long that it looked like he hadn't shaved in weeks. As I got closer, he began to look different. He changed somehow into a young, exciting looking, strong, handsome man wearing a football jersey which had a number on it. What was the number?" (*) Give each of your students a chance to respond. If they supply a number, ask them how they know it is that number. Ask them to report what they noticed about themselves while you were telling the story.

3. Ask students to imagine a room that they know well. The room must not be the one that they are in. Ask them either to write a description of the room or to describe it aloud to the class. Ask them how it was possible for them to do either of these without having the actual room before them.

4. Ask students whether they have seen any films recently. Call on a volunteer to tell the story of the film. Ask him/her what went through his/her mind as he/she was telling the story. Was it the words he/she remembered, or something else?

5. Write or choose sentences for students to illustrate. (Illustrations should not include words.) Explain that these may be illustrated with stick figures, but all should be as detailed as possible. Each student might be given a different sentence to illustrate. Their illustrations may be reproduced. (The blackboard would be fine for this.) Other students can then be asked to reconstruct the words of the sentence, from the illustration alone. Here the students will have the chance to see whether their illustrations are detailed enough. (The amount of detail often indicates the depth of understanding of a particular sentence or concept.) Examples of sentences you might use are:

a) The shape of the package provided no hint about its contents.
b) Even after all the uranium is extracted from pitchblend, an impure uranium oxide, pitchblend residues still exhibit strong radioactivity.
c) Outlets shall be installed in any room so that no point along the floor line in any wall space is more than 6 feet, measured horizontally, from an outlet.

(Before assigning this exercise to students, you might first want to try it yourself. The same is true for the other exercises in this booklet.)

*Ortiz, Rose. "Imagery and Comprehension," The Whole Word Catalogue 2, Ed. Bill Zavatsky and Padgett, McGraw Hill/Teachers and Writers Collaborative, 1977, p. 26.

6. Have students illustrate whole paragraphs, stories, etc. The paragraphs etc. may be selected by you in advance, or they may be chosen by the students when they find it difficult to extract meaning from a particular sentence or passage.

7. Have students act out sentences, paragraphs, stories, etc.

8. Distribute geometrical descriptions of simple figures. Ask students to draw the figures.

9. Have students write sentences describing the situations in magazine pictures or photographs.

NOTES AND BIBLIOGRAPHY

NOTE 1. You might try combining the questioning and imagery exercises. Sometimes we make the mistake of teaching skills in isolation and leave to chance that the students will integrate them. Instead of working on questioning for a given amount of time and then on imagery a week or two later, why not work on them together. In order to draw illustrations for sentences, is it not imperative that we question ourselves as to how we should draw something? Since readers need to do many jobs at once, it might make more sense to work with students, from the beginning, on the integration of skills.

NOTE 2. Many of the exercises in this booklet were published in the following:

Ortiz, Rose Katz. "Using Questioning as a Tool in Reading," Journal of Reading, Vol 21, No. 2, November 1977, pp. 109-114.

_____. "Imagery and Comprehension," The Whole Word Catalogue 2, Ed. Bill Zavatsky and Padgett, McGraw Hill/Teachers and Writers Collaborative, 1977, pp. 26-29.

_____. Exercises No. 19, #24. Our Bag for the Classroom, Ed. Bill Bernhardt, Staten Island Community College, 1975.

For more information on how these exercises were conceived, you might wish to read the articles.

If you have any questions concerning any of the material presented here or in my articles, or if you care to discuss the results you have had with any of the exercises here, please feel free to write to me at:

The College of Staten Island
715 Ocean Terrace
Staten Island, New York 10301

or call me at: (212) 390 7794.

Good luck in your future work.

TENSION CONTROL - KEY TO READING EFFICIENCY

Florence Schale, Ph.D

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THEORETICAL BACKGROUND

Since 1929 Jacobson's (1) progressive relaxation technic has been a classic in the health sciences for controlling tension. Yet another dimension was added in 1965 when the writer recognized that reading skills, including faster reading with better understanding and recall of what is read, could be enhanced by use of an adapted progressive relaxation technic.

By way of background, James (2), the father of American psychology, observed extraordinary power emanating from the unconscious minds of subjects who were under hypnosis. This probably gave birth to his famous analogy likening the human mind to an iceberg. He speculated that one-tenth of a person's mind might be perceived during consciousness, but at least nine-tenths of his or her potential is latent in an unconscious mind.

This does relate to the teaching of rapid reading. If one is to read two to ten times the speaking rate (the rate of the current average reader) stress is necessary for releasing latent powers from the unconscious mind. Yet too much stress for too long a duration results in frustration and loss of recall of what is read. Through years of observation and trial and error the writer is discerning when to introduce stress or its opposite - progressive relaxation.

Thanks to Jacobson, the father of progressive relaxation and tension control, scientific principles are available to teachers in all aspects of learning. Many of the questions James posed about thinking, Jacobson answered scientifically. Through monitoring the electrical potentials of the neuromuscular system with his integrating neurovoltmeter, he found suggestive evidence that reduction of stimuli through the nervous system to the human brain stopped or greatly reduced thinking.

When no thoughts are being stimulated within the memory areas of the cerebral cortex, neither are there emotions, which are triggered by interpretations of thoughts. Finally, the (often vicious) cycle is broken, for it is believed that the emotions, in turn, stimulate the hormonal flow of enzymes from the glands into the blood stream which releases adenosine triphosphate (APT), the energy for operating the neuromuscular system.

With mind and body at rest, the human systems seem programmed to regulate themselves. As a medical internist and psychophysiologist, Jacobson presented evidence that mental, emotional, and physical states are interrelated. It seems to this writer that knowing when to stimulate or relax the human systems is the key to self-control.

Relaxation also seems to hold the key to memory improvement. Well known experiments with hypnosis demonstrate how easy it is to recall events when the conscious mind is held suspended in a sleeplike state. It is important to note that the skeletal muscles are relaxed at this time. Certainly our students have experienced better recall after rapid reading when they relaxed.

A skill such as rapid reading requires power of concentration. Students must relax physically first in order to stop thinking about myriad problems competing for their time and energy. The writer's students are taught a simple adaptation of progressive relaxation upon entering a twenty hour ten week course. They discover that by detaching themselves from the immediate environment through relaxing progressively, they are able to channel latent reservoirs of energy for better understanding and recall of what is read under pressure.

READING TECHNIC

An excerpt from the writer's 2R (REINFORCED READING) METHOD, which has a registered acronym to help students remember the steps, follows:

- Schale

2R-OR-ALERT(R)

The symbols mean Reinforced Reading, Overview, Read Rapidly, Ask/Answer questions, Locate mistakes, Examine mistakes, Reread at the same rate, and Transfer adjustment of comprehension to rate to another article. The method operates according to two well-known psychological theories of learning: the Gestalt (concerning closure and transposition) and the reinforcement theories.

A more detailed description of 2R-OR-ALERT(R) follows:

O-verview the chapter or article to be read first
- A. Look for author's purpose
  1. Read the first paragraph or two
  2. Read the summary or last paragraph
- B. Look for clues to main ideas
  1. Notice topographical clues, such as headings and transitional phrases
  2. Read the first sentence to most paragraphs
- C. Recall what you already know about the topic

R-ead at a predetermined rate
- A. Read flexibly, using skimming when feasible
- B. Read with a positive attitude

A-sk questions based upon the OVERVIEW
- A. Relax. Write or recite the author's purpose
- B. Fill in the facts and inferences

L-ocate mistakes within the article itself

E-xamine your mistakes
- A. Identify the type of mistake
- B. Determine the causes of the mistakes

R-eread article at same rate for 100% comprehension
- A. Notice relationships between main ideas and details
- B. Reread until you fully comprehend at that rate.

T-ransfer adjustment of comprehension to rate immediately
- A. Read a similar article at the same rate.
- B. Repeat the 2R method until comprehension is adequate.

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*1968 U.S. Trade Mark registered

RELAXATION TECHNIC

Only part of the progressive relaxation technic can be integrated into a short rapid reading course of twenty hours. But even a simple adaptation helps. Below is an escerpt from the REINFORCED READING MANUAL which is part of a correspondence RAPID READING KIT used with a CBS-TV series, RAPID READING, innovated by the writer (4):

"Relax and Command" Exercises

A simple adptation of Jacobson's relaxation technique is to tense every muscle in the body, section by section. Feel every muscle tense and command each one to relax. Eventually you can command all the muscles to relax as soon as you say, "Relax." Start with your toes, feet and ankles. Tense all muscles counting to 10. By ten you should feel maximum tension. Count backward now letting go of all tension and feel total relaxation by the count of one.

Next go upward. Tense calves, thighs, pelvis, abdomen, chest, back, hands, wrists, arms, shoulders, neck and head. Jacobson advocates wrinkling your face too. Finally you should be able to tense and relax all the muscles of the body instantly when reacting to the stimulus word "relax."

Observe your feet becoming lighter and lighter. A feeling of relaxation and peace is slowly spreading upward throughout your body. All tensions are slowly removing themselves. You feel peace and serenity in every cell and fiber of your being. Cleanse yourself of all negative thoughts and feeling in body, mind, and spirit. Relax.

Before you fall asleep, and you may if you are not aware, slap your hand on your desk for an abrupt, physical awakening. Now, cleansed of all tension and negative accumulation send your command with intense desire to the unconscious for a challenging reading speed with total comprehension and recall. Believe you can achieve it: and with practice, practice, practice you will!

STUDY USING BOTH TECHNICS

Using the above technics and the RAPID READING KIT materials (9th grade level reading equivalency), Sister Hucksoll, (5) a reading specialist, experimented with them with eighth grade pupils in 1977. She selected two groups of 15 boys and girls who read at the ninth grade level on a standardized reading test. She matched a control with an experimental group according to grade level, age and sex. All attended a parochial school in a Chicago suburb.

The control group, of course, received no instruction in rapid reading. Comparing initial with final test scores, however, the control group read no different than before whereas the experimental group read over six times faster with 5 per cent better comprehension of what was read. Transferring to another set of reading exercices from Brown's EFFICIENT READING (6), the control group read about the same

speed but lost 10 per cent comprehension. On the other hand, the experimental group read eight times faster (236 words per minute to 1839 wpm) with over 11 per cent better comprehension. Simple t-tests revealed statistical significance at the .001 and .01 levels of confidence respectively.

The implications for education seem clear. Pupils should receive a complete course in progressive relaxation early in the grades by gym teachers. Further, with in-service training, classroom teachers at all levels should adapt simple progressive relaxation technics to accompany their specific content area teaching strategies. As a result, we may observe even more progress in learning.

ABSTRACT

Purpose: To present the theoretical background and suggestive evidence that teaching students when and how to stimulate or relax the human neuromuscular system is the key to reading rapidly with excellent recall and comprehension.

Theoretical Background: Since 1965 the writer has experimented with an adaptation of Jacobson's progressive relaxation technic. When the skeletal muscles are relaxed, chains of nerve endings within them stop sending stimulation into the human brain where memory cells are stored. In other words, thinking at the conscious level stops. Moreover, hypnosis experiments indicate that when the conscious mind is held in a sleeplike state, the memory becomes remarkable. The human muscles also are relaxed. The key to memory appears to be relaxation. Additionally, during this state potential energies are released. The writer observed, therefore, that with a relaxation technic to reduce distractions and fatique, students may channel newly surfacing energies into better insight of what is read under pressure. He or she then relaxs for recall of what is read.

Cited Study. Sister Hucksoll used the writer's 2R(REINFORCED READING)Method and adapted relaxation technic with matched control and experimental groups in eighth grade. The control group made no significantly progress statistically; however, the experimental group read post tests eight times faster than pre tests with over 10 per cent better comprehension. Statistical differences were quite significant.

References

1. E. Jacobson. Progressive Relaxation (University of Chicago Press, Chicago, 1938 reprint).

2. W. James. Selected Papers on Philosophy (E. P. Dutton and Company, New York, 1917).

3. F. Schale, "In Grades IX through XIV," Meeting Individual Differences in Reading: (Supplementary Educational Monographs, No. 94, University of Chicago Press, 1964), Pp. 41-43.

4. F. Schale. RAPID READING KIT. (Foundation For Reinforced Reading, Ltd., Chicago, 1970).

5. Sr. D. Hucksoll, Unpublished study, "Rapid reading in the Junior High School", St. Joseph School, Downers Grove, Illinois, 1977.

6. J. Brown, Efficient Reading, (D. C. Heath and Company, Rev. Ed., 1976).

PART III

SAMPLES OF PRACTICAL MATERIALS FOR INSTRUCTION, DIAGNOSIS, EVALUATION. RECORD KEEPING, PUBLICITY OR PUBLIC RELATIONS

Article No. 1: Rona F. Flippo's

ABSTRACT

A DIAGNOSTIC/PRESCRIPTIVE/COUNSELING/CATALOGING SYSTEM

A card system was designed to provide a method of managing the diagnosis, prescription, counseling, and cataloging of developmental center materials for a lab situation. The system, once programmed by the lab director, can insure that students and materials are appropriately matched. This management system enables the staff to make appropriate diagnostic/prescriptive decisions which use the expertise of the lab's director.

A DIAGNOSTIC/PRESCRIPTIVE/COUNSELING/CATALOGING SYSTEM

by Rona F. Flippo, Ed.S.
Director of the Developmental Center
College of General Studies
University of South Carolina
Columbia, South Carolina

The College of General Studies' Developmental Center at the University of South Carolina opened its doors for the first time in the Fall of 1978. The Center was to provide diagnositc and prescriptive services to all freshmen who were enrolled in GSTD 121, "Effective Reading," as well as to all other General Studies' students who wished to improve their reading skills. These students numbered close to six-hundred this first semester of operation.

The opportunity for a post-secondary reading specialist was unique. The Developmental Center had no materials, testing instruments, policies, or methods that had to be used or changed. We started from scratch and "developed" the Developmental Center. Money, space, time, and cooperation were, of course, all limited; but the opportunity to create a sound, functional, and facilitative program was, nonetheless, real.

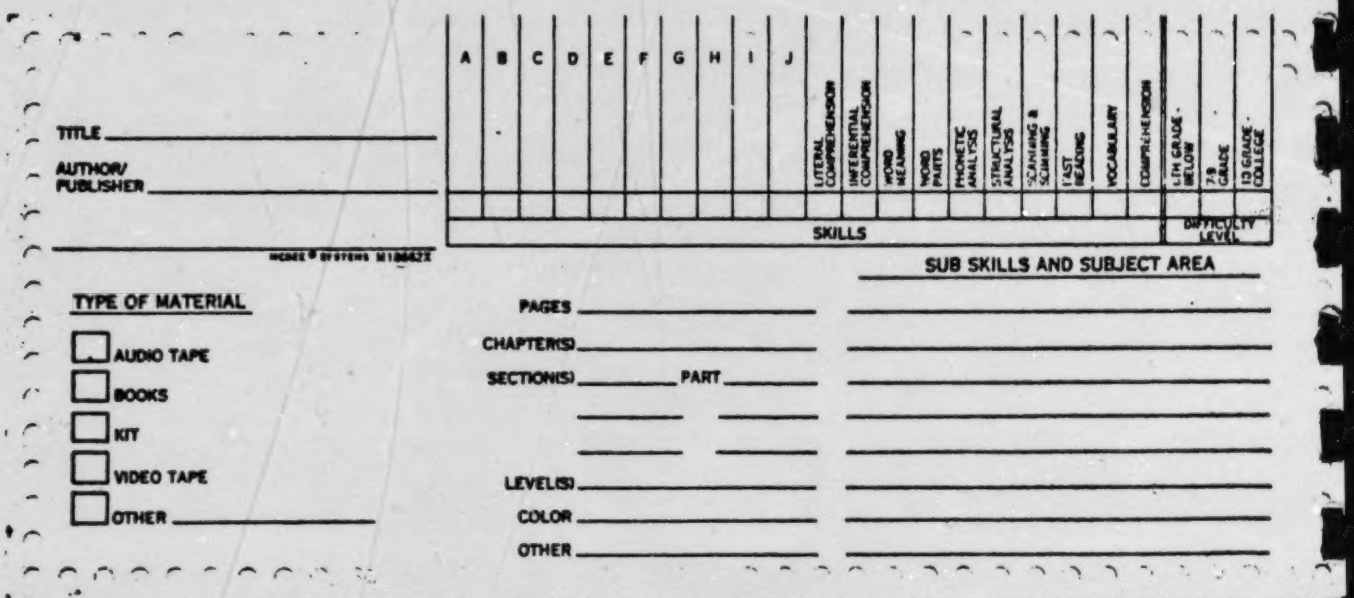
Obviously, there were many decisions to make. One of these concerned the management system of the Reading Lab. With six-hundred students in need of testing, diagnoses, counseling, and prescription, and only five untrained graduate assistants, an accurate and efficient system was essential. The system that we used was a Keysort system designed especially for the testing instruments and materials which we had selected for the Lab.

This system provides for a functional method of managing the diagnostic/prescriptive function of the Developmental Center, counseling students, and prescribing, cataloging, and locating materials. More particularly, once the

system is programmed by the director, it insures that students and materials will be appropriately matched without continuing intervention on the part of the director. The system also provides opportunity to add skill designations to the Reading Lab's curriculum, and, eventually to add skill designations for the Writing Lab's curriculum, which we plan to initiate in Fall, 1979.

The first eight skill designations on the Keysort card are from the sub-skill tests of the Stanford Diagnostic Reading Test — Blue Level, forms A and B, which we use to diagnose skill needs. The ninth and tenth skill designations are from the Vocabulary and Comprehension tests of the Nelson Denny, forms C and D, which we are using as a comparison test for some research we've initiated, and are also using to help determine an instructional level. The three difficulty level designations are from levels 2-4 of The Reading Progress Scale, forms 2C and 5C, which we use to determine an instructional level to help make appropriate decisions on the difficulty levels of the materials the students will use to work on their skill needs. We eventually also hope to use The Reading Progress Scale as a screening instrument to be administered during registration. Most of the published materials we ordered can be designated, in their entirety or by certain pages, chapters, sections, levels, or colors into one of the designated skills and into one of the difficulty levels. For example, Jamestown Publishers, one of the largest publishers of post-secondary reading materials uses similar difficulty level designations. Although the skill designations are different, a reading specialist can make those decisions by thoroughly going through each piece of the materials. We have designed the Keysort card to indicate where the designated skill at the prescribed difficulty level can be located in the material. For one material there might be many cards, each one indicating use of the material for a certain skill at a certain level.

Once our students have been pre-tested, the graduate assistants make profile sheets of the skill areas using raw scores and stanines and record the instructional grade levels indicated by The Reading Progress Scale. When a student comes for his/her counseling appointment the graduate assistant explains the test results and with the student present prescribes materials by putting the Keysort needle through the punched hole of the needed skill. When this happens the cards with materials for that skill fall out. Next, those cards are gathered together and the Keysort needle is put through the punched hole of the desired difficulty level for that skill. Again, all the cards with materials for the skill at the desired difficulty level fall out. The graduate assistant and the student gather the remaining cards and examine them to see if the subject area indicated is suitable to the student's interests and goals; those materials that are suitable are checked on the student's prescription sheet and demonstrated to the student as part of his/her counseling.



TIME SAVER

By Gene Kerstiens

The observation that more and more students in colleges are severely deficient in aural decoding skills is not a revelation. Moreover, the preponderance of research on the matter suggests that the person severely disabled with respect to the sub-skill of aural decoding will not respond to typical strategies employed to improve his reading/study skills.

The California Phonics Survey is a rather well known instrument used by many practitioners to measure students' levels of phonic ability. The CPS is designed as a group testing device, takes about 45 minutes to administer, and can be machine scored or hand scored.

But if you're operating a learning center or an individualized lab, taking 45 minutes to administer the CPS to a single student may seem an unreasonable drain on your time, even though the results may render a more complete diagnosis and more competent prescription.

So, we've converted the CPS to an individualized, self-administrative format for both forms 1 and 2. The student is provided with a cassette, the Survey, an answer sheet, and then is directed to a cassette player, where he takes the Survey. When finished, he returns these materials, and the answer sheet is hand scored in a minute or two.

WCRA members who want to use this system can do so by mailing two cassettes to Gene Kerstiens, the Learning Assistance Center, El Camino College, Via Torrance, California, 90506. We'll mail duplicates back to you.

If you don't have the CPS, it is available from Consulting Psychologists Press, 577 California Avenue, Palo Alto, California 94301.

P. S. I. for English as a Second Language Students: Implications for Other Developmental Studies

by Adele MacGowan
Atlantic Community College

Personalized Systematic Instruction, which is applicable to most courses of study, has been implemented for the first time in English as a Second Language at Atlantic Community College, Mays Landing, N. J. Extensive research studies on the results of the use of P. S. I. show two highly impressive reasons why this system is desirable: students learn and retain more and they get higher grades in the process.

P. S. I. organizes course contents so that students know what they're trying to accomplish and how to do it through their readings and other assignments. It is, simply stated, a most refreshingly fair way to educate. Through P. S. I., students work at their own paces toward Mastery Learning using modularized course materials. Mastery Learning requires that a student score 90% or better on each unit in a course before proceeding to the next unit.

The mastery requirement is essential for E. S. L. students, especially for those whose reading and writing skills in their native languages need developmental work, if these students are to be able to handle college-level work at institutions where English is the medium of instruction. U. S. citizens for whom English is a second language have inordinately high attrition rates at institutions of higher education, particularly those with Open Admissions policies. As a group, these people also have the highest unemployment rate and among the lowest per capita incomes in the country.

Atlantic Community College, like scores of other colleges, has responded to the educational needs of this group. But it has also

taken a giant step ahead of the rest in initiating P. S. I. for its non-native speakers of English. Students simply must master English before they begin to compete with native speakers of English in college courses.

Course Format

The contents of a 4-course sequence of E. S. L.(a total of 24-contact hour a semester)have been arranged in Study Guides with unit-by-unit objectives, procedures, sample unit test questions and (optional) other pertinent explanations, supplemental exercises, etc. Introducing each of the four sets of Study Guides is a Course Policy Statement which explains how P. S. I. works, grade breakdowns and a suggested timetable for students to help them budget their time.

P. S. I. organizes course content so well that there is no confusion as to what the student is expected to learn. It is particularly effective in sequential studies wherein one step must build on the one before. After each unit, the student takes a Unit Test on which he must score 90% or better in order to proceed. If he doesn't, the teacher or proctor helps to iron out difficulties and the student works on those difficulties further. He then may take Form B of the Unit Test. Students may take up to three tests(alternates) on each unit. A striking incentive to use P. S. I. is the confidence it builds in students as they experience one success after another in the course. They work much harder, but "A's" are worth the trouble.

Although the instructor's role in a P. S. I. approach is primarily managerial - preparing Study Guides and Unit Tests, supervising testing and evaluation and supervising proctors(in-class helpers) - he can much better meet the individual needs of students through P. S. I. This happens because he is not lecturing or drilling on the same material

with the entire class at once. He is "hopping around," in a sense, helping students with material or tasks that they most need help with. Students, then, are busy all the time, working at their own paces and spending appropriate amounts of time on what they must learn. A great component of P. S. I. is the communication between students and between students and proctors or instructors. They discuss, practice and assimilate the material, and not just sit listening to a lecture with one eye on the clock.

Over the past 15 years, the Center for Personalized Instruction in Washington, D. C. has trained teachers to use its system in their courses. Students and teachers throughout the country and abroad have consistently attested to its efficacy and desirability.

Implications for Developmental Studies

In most colleges with "developmental" programs, students whose reading, writing and math skills are not deemed to be "college-level" are assigned to one-semester, 45-hour courses in each "deficient" area. But a typical reading class may have students with grade level ranges as wide as 1 to 10, as well as very disparate abilities in comprehension, as opposed to vocabulary. A typical writing skills course will have students with a vast range of problems: grammar, spelling, syntax, ignorance of standard dialect or logical presentation.

In developmental courses we generally have units covering the principal problem areas, these in texts which are fairly comprehensive. We may try to "individualize" a little with lab activities and special assignments, but generally we don't succeed in bringing the majority of the students' skills to a college-readiness stage. We simply can't

spend the amounts of time each student needs with each skill, and students can't spend the amounts of time they need in their individual "problem" areas.

However, if we used P. S. I., with its Unit Mastery requirements, self-pacing, repeated testing and proctoring, we would be able to guarantee that our students would acquire the levels of skills they need to be able to handle to college reading, writing and math assignments successfully.

The E. S. L. program at Atlantic Community College set up its P. S. I. format and wrote its materials through the assistance of a Title I HEA grant (University Community Services) during 1977, 1978 and 1979. This support was needed because the program developed 6 manuals, each about 200 pages, and several hundred tests. Four Study Guide manuals are for the four levels of E. S. L. The fifth is a Spanish for Native Speakers Writing Skills manual, a developmental tool. The last is a Spanish/English Math Study Guide manual which reviews basic computations and the language of math. These materials are really texts in themselves, but you don't have to write manuals or books to implement a P. S. I. approach. All that is needed is a Study Guide for each unit of study which tells the students what they are to learn, or Objectives, and how they are to learn it, or Procedures. Then you need Unit Tests for each unit of study, 3 alternates for each. You also must set up a "proctoring" system, using external proctors or internal ones. Internal proctors are students taking the course who are the first to succeed on a test. They, for a minimal amount of extra points toward their grades, turn around and help a student who is having trouble. External proctors may be graduate assistants or merely students who have recently taken the same course you need proctors for.

Conclusion

Setting up a P. S. I. format for your course is neither expensive nor overly time-consuming, but maintaining it requires much more dedication, energy and attention than lecturing and giving two tests a semester does. But if we are convinced of the worth of and the need for solid developmental programs that produce results, a system of this kind should be given due consideration.

Bio-Data on Author

Adele MacGowan is the ESL Course Coordinator in the Department of Developmental Studies at Atlantic Community College, Mays Landing, N. J. She holds an M. A. in Teaching English as a Second Language from Hunter College of C. U. N. Y. and a B. A. degree in Spanish and Education from Georgian Court College. A former VISTA volunteer, she has taught ESL and Developmental courses to adults in many settings for the past eight years. She also holds a Certificate of Training in PSI from the Center for Personalized Instruction, Georgetown University, Wash., D. C.

Atlantic Community College's project "Transitional English as a Second Language: A Personalized System of Instruction" operates on the premises that no two students' English as a Second Language (ESL) skills are the same, that no two students can progress successfully at the same rate in ESL, and that no two students have the same career or educational objectives or the same amounts of time every week to devote to their studies.

ACC's project attempts to prepare students for transition into English-medium study or training by offering a comprehensive, four-semester program of ESL through a Personalized System of Instruction (PSI), and by designing each student's ESL program according to individual needs and goals.

To this end, it has developed Study Guide Manuals, of approximately 200 pages each, scanning 24 contact-hours. The study guides tell for each unit **what** students are to learn (objectives) and **how** they are to learn it (procedures). Every student must get an "A" on each unit before proceeding to the next. Two alternate tests are provided for each unit. Students learn through large and small-group instruction and practice, the help of the instructor and proctors (one for every five students), role-play, language laboratory practice, cassettes on loan, various laboratory materials, writing and reading assignments, memorization, singing, and individual help. In addition to standard ESL work, students who need it are given vocabulary study supplements for their areas of specialization in college and for high-frequency semantics.

Other project-produced materials include several hundred unit tests; a Spanish-English Mathematics Manual of 125 pages which reviews basic mathematics and its language; a Spanish (for native speakers) Writing Skills Manual, produced on the premise that students cannot do in English what they cannot do first in their native language; a Semantics Syllabus that provides an extensive supplement of high-frequency words and expressions in a manual of about 200 pages; supplements to English-Medium Writing and Reading Skills courses designed for ESL students' problems in these areas.

A student's program of study is designed around individualized ESL needs in the areas of listening, speaking, grammar, writing, and vocabulary. Student retention increases tremendously and attrition and failures are almost nil. A thorough file is kept on each student. It contains progress sheets, placement test results, counseling data, an outline of the student's program, and all unit tests.

ESL/PSI is offered at two ACC Extensions in areas with the largest concentrations of Hispanics-- Atlantic City and Hammonton, at opposite ends of the county. Systems of open admissions, variable credit, and rolling enrollment are in operation. The project serves about 250 students directly and more than 100 students indirectly. It is funded through a grant from the Title I Higher Education Act of 1965 (University Community Services) through the New Jersey Department of Higher Education. The project operates out of ACC's Developmental Studies Department and serves the College's Bilingual Program.

IMPACT Project Title: Transitional English as a Second Language: A Personalized System of Instruction
Institution: Atlantic Community College
Project Director: Adele MacGowan
Project Coordinator: Damian Kodgis
Project Budget (FY '77): Title I-- $35,000
Local-- $32,939
Total project -- $67,939

program IMPACT
Community Service and Continuing Education, Higher Education Act of 1965 - Title I

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE • Office of Education

Report prepared by Yvonne E. Mosley
Houston Community College System

Reading Program: Accomplishments

September-October 1977	The basic goals, objectives, and domains were set. This included a past and present examination of established practices in Reading. A needs assement based on social conditions, needs of the students, and the overall goals of the Community College, and the Community College basic philosophy-concept, were studied.
October-December 1977	The curriculum planning process was set up with the guidance and assistance of Dr. Thornton and Dean Walker. Out of this study grew the idea for developing three courses in the area of Reading rather than having one course as it now existed. The courses are 1341 College Reading I, 1342 College Reading II, and 1303 College Study Skills. The decision as to the design of this new curriculum was formulated by this newly formed committee. A call was made to the state Board that governs Community Colleges of Texas, to assure the exact procedure for establishing new curricula. During this period, course descriptions and entries into the new college catalog were made.
January-March 1978	The implementations stage involved meetings with President J.B. Whiteley, Vice President Britton Ryan, Vice President B.L. Ditto, Dr. Momroe Neff-Adult & Continuing Education, Bill Gibson-Representative from EDL/McGraw Hill, Richard Erdman and the Education Consultant Staff-Prescription Learning, Principal Pope-Waltrip High School, Principal Pate-J.Jones High School, and community representatives.

After the basic proposal was accepted, with minor modifications, a seminar was set up which involved the educational staff from Prescription Learning and the reading teacher from the college. We designed a college configuration which was approved by the Humanities Division of the college.

March-May 1978

Funds were provided from the college that enabled us to begin to see some physical manifestation of the curriculum. The laboratory's cost were $18,800 each. Textbooks, hardwares, and softwares were selected. Staffing was done. Inservice training for staff was implemented. Brochures, newspaper coverage, and oral publicity was provided for the communities involved and college faculty personnel.

May-August 1978

Our first two laboratories were opened-Waltrip campus and The Educational Technical Center. A catered Open House was held with an attendance of over two hundred community, state, and faculty personnel. During this period we received our first out of state visitors. Los Angeles school system sent twenty persons to observe for two days. The Pentagon sent representatives to observe.

The decision was made by the administration to increase our laboratories from two to six for the fall school term.

September-Present

We are now in our evaluation stages. We are beginning to determine the amount of learner progress met by a computer based reading program, the basic skills being met, the feasibility of enlarging the program to include other diciplines in the college, and the overall participation of students utilizing the laboratories.

We have had several visitors to the laboratories. Included in this group are:

August	Los Angeles, California 20 persons
August	Pentagon Washington,D.C. 5 persons
August	U.S. Office of Education Washington, D.C. 2 persons
August	U.S. Office of Sect. of Defe Washington, D.C. 2 persons

October	Tacoma Community College Tacoma, Waschington 5 persons
October	Pentagon Washington, D.C. 30 persons
October	Larado Community College Larado, Texas 1 person
November	Wayne State University Detroit, Michigan 5 persons

We have received several out of state phone calls from Community Colleges and State Universities. These people are giving us feedback as to the success of this model for implementing competenc, based instruction.

Submitted by,

Yvonne E. Mosley

New Reading Labs Added At Four More HCCS Sites

Four new reading labs are currently being installed at the Austin, Jones, Kashmere, and Sam Houston campuses for use this fall, according to Dr. J. Frank Thornton, Chairman of Humanities.

These labs will operate on the same principle as the two previously opened during the summer at the Waltrip campus and the Technical Education Center at 4310 Dunlavy. These will also be operational this fall, with the Dunlavy lab moved to the Business Careers Division at 2800 Main.

Thornton reports that the two labs were extremely successful during the summer session. The facility at Dunlavy was used regularly by a class of about 18 students, he said. The Waltrip lab was used by both day and night classes of about 10 students each. In addition, five to eight people used it on a voluntary basis.

"If we can use this as any indicator, the labs should be well received on Kashmere, Jones, Sam Houston, and Austin campuses," Thornton said.

Classes that will be using the reading labs this fall include Guided Studies 1303, 1341, 1342, English 1300, and 1301. Students who are not enrolled in these classes but wish to utilize the labs may pay $32.00 and receive access to the labs as needed during the semester.

Material can be programmed from any college discipline and is, therefore, available to all students. Tutors are now available from 5:00 to 9:00 p.m. Monday-Thursday at all of the labs except those at Business Careers and Waltrip. Business Careers will have tutors from 8:00 to 12:00 a.m. and Waltrip, from 5:00 to 10:00 p.m., both Monday through Thursday.

Speaking of the reading labs, Thornton commented, "It is a good way to improve skills necessary to succeed in college."

"We are happy that the administration has seen fit to make a commitment in the area of reading. The Humanities division is equally committed to meeting the needs of the Houston community," he said.

As the programs grow, more labs are anticipated in the future.

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Open House Shows Off Lab

More than 250 Houstonians were introduced to an entirely new concept in the teaching of reading during the recent open house for HCCS's new developmental learning center at the Technical Educational Center (TEC).

Ms. Yvonne Mosley, a Humanities instructor serving as coordinator for the TEC learning center as well as another new center on the Waltrip campus, called the open house "a complete success."

"I was really pleased by the exceptional turn-out we received for our open house," Mosley said "Many visitors told me that they had never seen anything to compare with the equipment and facilities we have in our Dunlavy center."

The open house was designed to acquaint staff members, faculty and other interested individuals with the many advantages offered by the laboratory approach to the teaching of reading.

"Our approach unites both reading development machines and printed materials to give us a dual approach to helping students improve their reading skills. Our new Dunlavy facility allows us to work with students individually [illegible] Mo[illegible]

The TEC facility was opened at the beginning of the first summer session in June, 1978, along with a similar center at Waltrip. Mosley disclosed that several additional learning centers are planned for the fall of 1978.

Both reading centers conduct individual diagnostic programs which measure the reading needs of the individual. A prescriptive computer print-out then identifies certain reading deficiencies that the individual may have and matches them with learning programs and procedures designed to help minimize those deficiencies.

The centers also feature individualized learning contracts, individualized and group instructional packages and self-paced instruction that can be geared to the pace of the individual student.

"The main advantage of our two centers, from the student's point of view, is that individuals can develop higher-level comprehension skills through the use of learning experiences that enable the individual to grow in their ability to think about and react to written materials in many ways," Mosley explained

One non-credit course and one [illegible] to through the TEC and Waltrip centers. The non-credit reading laboratory teaches basic reading skills necessary for success in a typical college program of studies, according to Mosley.

"The emphasis is on the improvement of comprehension of textbook materials, vocabulary building and the development of a rate of purposeful reading on the college level," she said.

Students can also earn three hours of college credit by enrolling in the reading lab, in which reading skills designed to assist students in improving their rate of comprehension and speed are taught.

Angela Mosley, Dr. Charles E. Mosley, Carolyn Johnston, and Yvonne Mosley pause during Open House ceremonies held to inaugurate the new reading labs.

For More Information, Call

Dr. J. Frank Thornton,
Chairman, Division of Humanities
(713) 869-5382
or

Yvonne E. Mosley
Lead Instructor, Reading/Developmental Education

IMPROVE YOUR READING SKILLS

Comprehension and Speed

Enroll in HCCS

PRESCRIPTION READING LABORATORY

Division of Humanities
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Houston Community College System

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PRESIDENT – J. B. Whiteley; BOARD OF TRUSTEES – Marquis L. Alexander, Ernest McGowen, Ray Morrison, Tarrant Fendley, Louis Harris, William S. Holland, Bobby Peiffer

Improving Reading Skills

These courses are designed to build skills in adult readers. A diagnostic plan-prescription is made of each student's strengths and weaknesses in reading. Instruction and practice in basic and advanced skills follow, according to the student's prescription needs. Special emphasis is placed on the efficient reading and study of college materials.

College Reading I
(Credit: 3 semester hours)

Principles underlying efficient reading are applied in daily practice with emphasis on study techniques. Included is group instruction in comprehension, vocabulary, and learning skills.

Lecture .....2 hours
Laboratory .....2 hours

Prerequisite . . .Diagnostic Test and placement
Reading Department

College Reading II
(Credit: 3 semester hours)

Extended practice is provided in comprehension, vocabulary, and reading at the college level, with individualized instruction.

Lecture .....2 hours
Laboratory .....2 hours

Prerequisite .....Diagnostic Test
College Reading I

College Study Skills
(Credit: 3 semester hours)

This course is designed for the improvement of study techniques. Emphasis is placed on high-level study skills, including time management, effective listening and notetaking, marking texts, learning through media, concentration, retention of information, and taking examinations.

Lecture .....3 hours
Laboratory .....Optional

Students may also use the laboratory as a center to increase proficiency in reading for non-credit. Here the student will be given a mini-prescription and may work at his own convenience.

ADVANTAGES

1. Program participants will develop higher-level comprehension in a variety of ways.
2. They will evidence the following reading skills:
   A. Concept of rate adjustment
   B. Acquisition of reading rates along a continuum from slow and careful to rapid reading with techniques of scanning and skimming
   C. Ability to identify the reading situation for which each approach is appropriate: the difficulty of the material, the purpose of the moment, and familiarity with the subject matter at hand
3. The program participants will develop an efficient approach to textbook reading through improved study techniques.
4. They will improve power of recall.
5. They will also develop organizational techniques.
6. Finally, they will discover the pleasure and benefits of increased reading comprehension.

The Reading Laboratory offers the following components:

1. Individual Diagnostic Program
   A. Achievement Assessment
   B. Criterion Referenced Behavioral Objective Assessment
   C. Objective Mastery Tests
   D. Reassessment
2. Prescriptive Computer Printouts identifying certain reading deficiencies, matched with learning programs and procedures that will minimize student deficiencies are provided.
3. Individualized Learning Contracts
4. Individualized and Group Instruction
5. Self-Paced Instruction

Prescription Reading Laboratories are availabl at the following centers: Kashmere, Jones, Waltrip, Business Careers, Sam Houston, and Austin.

For Information Not Listed Call

Dr. J. Frank Thornton
Chairman, Humanities Division

-or-

Yvonne E. Mosley
(713) 869-5382

PART IV

REPORTS OF RESEARCH--SUCCESSFUL OR NOT

THE RELATIONSHIP OF THE READING ABILITY OF REMEDIAL TRACK FRESHMEN TO TEXT READABILITY AND INSTRUCTIONAL METHODOLOGY

BY
Elaine E. Cherney
Michigan State University

The inability of university students to read their assigned texts with understanding has been recognized as a problem by those concerned with university and college reading programs (Cartwright, 1971). Research that has dealt with the reading problems of college students has focused primarily upon specific programs, their results and the strategies employed (McDaniel, 1971; Cartwright, 1971; Schick, 1971; and Buffone, 1965).

Few studies have been concerned with the readability of assigned textbooks and their relationship to the reading level of university students. Moreover, there have been no studies which have considered the readability of assigned textbooks and their relationship to the reading level of remedial university freshmen or whether teachers of remedial sections have, indeed, been aware of the concepts of readability and reading levels and have adopted their courses appropriately.

The purpose of this study was to compare the raading ability of university freshmen in two remedial track courses with the readability level of the assigned texts and instructional methodology employed by the instructional staff of the two courses.

At Michigan State University those freshmen whose reading level falls below specified percentiles on the M.S.U. Reading test are required to take two remedial courses structured for students with low reading ability. These are American Thought and Language, Comprehensive English 101B and Natural Science 181. Entrance into Natural Science 181 is predicted on the students being required to take ATL 101B. While remedial in nature these two courses count toward fullfillment of the general education English and Natural

Science requirement for all students.

A combined analytical-descriptive method of research was emphasized in this study. Both the MSU Reading Test and the Nelson-Denny Reading Test, Form A, revised edition were used to determine the reading levels of the classes. Readability approximations for the selected texts were determined by application of the Fry Readability Graph and the McLaughlin SMOG Formula. Analysis of the reading test scores were made by the Computer Institute For Social Science Research Contingency Analysis Program (ACT.). To determine the instructional strategies utilized by the teachers of the selected classes an undisguised-structured nominal scale questionnaire was administered in an interview situation.

The findings indicated that the students in the sample had all scored below the twentieth percentile in the MSU Reading Test. The mean total Nelson-Denny Reading Test score for the ATL 101B students was 57.38 which placed those students in approximately the twelfth percentile rank in comparison to other MSU freshmen. The grade equivalent was about 11 plus. The mean total Nelson Denny Reading Test score for the 181 students was 56.67 which placed those students in approximately the eleventh percentile rank in comparison to other MSU freshmen with a mean grade equivalent of about 11.

The results of the faculty questionnaire on textbook selection and methodology provided some interesting insights. These included:

a) Readability formulas were not used by respondents in the selection of texts.

b) All the respondents used required texts.

c) Informal readability standards were applied

d) Taped supplementary teaching aids were not employed by the respondents.

e) Price was one of the prime considerations in textbook selection.

f) Study guides used were course outlines, diagrammatic aids to simplify concepts. Study guides that attempted to clarify reading assignments through the use of guided reading questions were not used.

g) Respondents were unaware of formal concepts of readability.

The readability level of the texts used by the faculty were higher than the reading ability of the students in the classes suggesting that the informal readability standards used were inadequate.

The research seems to suggest that while faculty may be sympathetic to the problems of students who have inadequate reading skills they do not always select appropriate texts or use appropriate teaching methodology. Thus, institutions of higher education who recruit students with less than adequate reading skills should provide in-service training for teaching staff in teaching methodologies and textbook selection. All students do not come to higher education with entry skills appropriate for success. The obligation to help these students build their skills to the degree of competency necessary for retention and graduation rests heavily on the shoulders of the recruiting institution.

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Paper Delivered at Western College Reading
Association Conference, Honolulu
April 7, 1977

by

Gene Kerstiens
El Camino College

YET ANOTHER LOOK AT COLLEGE DEVELOPMENTAL READING COURSES

The developmental reading course is ordinarily included as an integral component of developmental (compensatory/remedial) programs in post-secondary institutions. (15) During the last forty years, courses in developmental reading have, and to the concern of critics, multiplied on college campuses to the extent that this proliferation can be considered big business and even as an industry that is preoccupied with its self-perpetuation. (17) Therefore, research focusing on the effectiveness of developmental reading offerings might be of interest to those responsible for the content, emphases, and direction of these courses.

Background

A review of the research and related literature encourages the following perceptions concerning college-level developmental reading courses as they are typically conducted.

-- The objectives as well as the methodologies applied in most developmental reading programs have not changed essentially during the last forty-seven years. (9,17)

-- The typical developmental reading program is designed with an emphasis

on the development of comprehension, vocabulary, reading rate and study skills. (9,10,17)

-- Such courses characteristically ignore aural decoding or "phonics" as an instructional strategy. (9,10,17)

-- The training and competency of reading instructors is not sufficient for them to provide appropriate instruction in phonic analysis, even if such treatment were deemed desirable. (6,7,11,12)

-- A high proportion of students enrolled in college developmental reading programs can be measured as experiencing from slight to severe degrees of phonic disablement. (1,3,9,10)

-- College students' ability in word recognition (13) and aural decoding skills (1,3,14) is related or prerequisite to reading comprehension.

Such conditions, then, give rise to two questions: 1) Does the typical college reading course repair students' phonic disabilities to a significant degree, and 2) do students who are severely phonically disabled benefit from the treatment provided in the course?

Littrell (10) attacked the first question directly, reporting a study indicating that phonically disabled students completing a typical junior college developmental reading class enjoyed measurable improvement in phonic skills, even though the class did not employ strategies or programs specifically designed to reduce phonic disability.

Comparing an experimental group (students in a developmental reading class: N=43) with a control group (students in a first-year English class: N=15), Littrell identified phonically disabled students via a pre-test on the California Phonics Survey. CPS post-test gains showed that the reading students enjoyed statistically significant (.05 level) gains over the English students. He concluded that "junior college students had their phonic

disability reduced when they were enrolled in a typical junior college reading class." (10:151)

Noticing that the samples in this study were comparatively small and were taken from a Mid-western college, we posed the following question: what would happen if the essential thrust of the study were replicated employing larger samples, a variety of instructors, and college students in another region?

The study

During the 1977 spring semester and summer session, a total of fourteen classes taught by nine seasoned instructors and involving a measured population of 469 students in a large, urban, California community college were studied. The testing, dropout, and sorting experience of this population appear in Table 1.

TABLE 1

Testing, Dropout, and Sorting Experience of Measured Population (N=469)

Class	Initially Enrolled and Pre-Tested		Dropout		Coenrolled and Eliminated From Study		Not Phonically Disabled and Eliminated From Study		Completed Course and Post-Tested	
	N	%	N	%	N	%	N	%	N	%
Reading	212	(100.0)	71	(33.5)	26	(12.3)	9	(4.2)	106	(50.0)
English	257	(100.0)	103	(40.0)	26	(10.2)	15	(5.8)	113	(44.0)

This experience and treatment occasioned "refined" experimental and control groups (N=106 and 113 respectively). These groups can be considered to be reasonably congruent since students in both groups were those whose total entry-level percentile scores on the New Purdue Test in English ranged from the 17th to 57th percentile. (4,8)

Following the conditions and design of the Littrell study, reading classes focused on vocabulary development, reading rate, comprehension and study skills--the skills emphasized in the typical college developmental reading course. (9,10) The English classes involved instruction primarily in grammar, usage, and compositional skills. Of course no specific or discrete instruction in aural decoding skills or phonic analysis was provided students in any of these classes.

Results

The mean CPS pre-post test scores of the experimental group were compared (see Table 2) to learn that developmental reading students experienced a mean 3.13 gain, which is statistically significant.

TABLE 2

Comparison of Pre- and Post-Test Scores For Experimental Group

	N	Mean	SD
Pre-Test	106	54.83	10.53
Post-Test	106	57.96	9.80

t=2.21 Significant at the .05 level

But when scores of students in the English classes were treated similarly (see Table 3), statistically significant gains were also achieved, although these students experienced slightly lower (2.86 points) measured mean growth.

TABLE 3

Comparison of Pre- and Post-Test Scores For Control Group

	N	Mean	SD
Pre-Test	113	54.05	10.36
Post-Test	113	56.92	9.18

t=2.18 Significant at the .05 level

Finally, to learn whether the compared performances of these groups were significant, the t-test of two differences statistical technique was employed (see Table 4), yielding a .27 point gain difference in favor of the experimental group but a t-value indicating non-significance.

TABLE 4

Pre- and Post-Test Score Comparison
Of Experimental and Control Groups

	N	Mean	SD
Pre-Test, Exp. Gp.	106	54.83	10.53
Post-Test, Exp. Gp.	106	57.96	9.80
Pre-Test, Cont. Gp.	113	54.06	10.38
Post-Test, Cont. Gp.	113	56.92	9.18

t=0.025 Not Significant

Therefore, this study yields findings contrary to Littrell's. Students completing a developmental reading class do not, when compared to a control group, appreciably reduce their phonic disabilities, at least not in this instance. Nor does a .27 of a point gain difference on a 70 point test appear to be substantial.

Discussion

While a developmental reading course can produce statistically significant gains for those students (66.5%) who manage to complete it, is their mean gain (3.13 points) on the CPS very meaningful in terms of overcoming difficulties in phonic analysis? Other research together with this study's findings provides an answer to this question. According to Brown and Cottrell (1), students scoring between 46 and 57 on the CPS are classified as having "serious" phonic disabilities; those scoring between 58 and 69 are classified as having "some" disablement. Again, the mean CPS pre-test score for students in the experimental group was 54.83, and their mean post-test score was 57.96. This means that the

average student upon enrolling in the developmental reading class exhibited "serious" phonic disablement; and upon completing the class, the average student did not escape this classification, although he came within .04 of a point of doing so. Such gain, then, viewed pragmatically, cannot be considered cause for celebration.

Additional data were analyzed to learn that (1) sex, instructional time of day, and duration of course are not factors that influence students' decrease in phonic disabilities and (2) students' degree of phonic disablement is not predictive of success (grade) in a developmental reading course. These findings are consistent with other research on this topic--or issue. (9)

But what about the dropouts, the students who did not survive the course--for whatever reason? The mean entry-level CPS score of students (N=106) completing the developmental reading course was compared with the mean score experienced by the students (N=71) who had dropped the course (see Table 5).

TABLE 5

Comparison of Pre-Test Mean Scores
Of Experimental and Dropout Groups

	N	Mean	SD
Experimental Group	106	54.83	10.53
Dropout Group	71	49.40	11.95

t=3.10 Significant at the .01 level

This comparison indicates that the difference in the pre-test scores was significant at the .01 level. Therefore, students' CPS scores are highly predictive of their dropout potential in a developmental reading class. Since the 71 students who dropped the developmental reading classes constituted 33.5 percent of the population initially enrolled, it is apparent that the degree of a students' phonic disablement poses decided implications involving retention, preparation, and curriculum.

Implications

The essential implications yielded and directions suggested by this study are two-fold.

First of all, this study supports substantive research and responsible opinion that has been reported through the past forty years--that, for most students, competency in aural decoding skills is a sub-skill essential and perhaps prerequisite to reading comprehension. (1,2,3,5,14,16) Cottrell has summarized this position succinctly: "Students' ability in phonetic analysis is necessary but not sufficient for reading in the English language." (3:32)

Finally, inasmuch as many students enrolled in college developmental reading courses can be identified as phonically disabled, some accommodation needs to be made to help them eliminate or minimize this deficiency at least in more severe and apparently high risk cases. Otherwise, the instruction implemented in the typical college developmental reading course is not liable to be very effective--if, indeed, the student survives the course. Such does not suggest that college reading practitioners should immediately pursue the notion that instituting "phonics" courses affords a necessarily effective or solitary solution. It does suggest, however, that, until students' aural decoding skills are sufficiently improved, those responsible should continue to reassess their developmental reading programs with constructive dissatisfaction.

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Prepared by Gwendolyn Spencer
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COMPETENCY BASED READING PROGRAM

The overall goal of this activity is to define reading competency and design a reading course of study based on principles and assumptions appropriate to an "open door" institution. The competency based reading program (CBR) would be designed to meet the needs of all student constitutencies of Jefferson State Junior College. The constituencies are defined as (1) students who have not yet acquired the reading skills needed to understand the expository reading materials assigned in high school and college subjects (Generally, these students read between the fifth and ninth grade levels. (2) students who need training in the application of study and reading skills in content areas; and (3) those students who have been out of school for a period of time. These returning students may or may not be reading at the defined competency level but usually need to review the study, reading and reasoning skills in the program. The review will provide them with the confidence necessary to make a successful return to the classroom as well as skills needed. The program will include diagnosis and insure continuous progress through pre- and post-testing periodically.

Rationale for Requesting Support

"Jefferson State Junior College, realizing that democracy is dependent upon a system of Education that provides an informed and literate citizenry, is trying to give every student an opportunity to be all that he needs to be." Through its open door policy, Jefferson State has encountered numerous under-prepared students.

Earlier implementation of the "Reading Improvement" course, presently offered to nearly 200 students with critical needs, assumed the position that

adult students entering the college were adequately prepared to cope with college level courses. Thus its program design was geared towards improving college reading skills with emphasis on speed, rate, etc. Prior to this point, little concern for diagnosing and individualizing reading instruction for those college students reading significantly below level has been demonstrated.

Confronted by a student body with a wide range of abilities, it is the consensus of Jefferson State staff members that an organized competency based reading program, especially designed to remediate basic skills is necessary for all student constituencies.

It is the contention of current staff members that a CBR program is needed for the following reasons:

(1) Its content will differ from the basic skills of elementary school programs. (Most of the research in reading has been done with children.)

(2) It will not teach only "survival skills" geared to the lowest common denominator (the remedial reading student) but will also be scholastically oriented for all students, whether they aspire to the world of work or to higher education and the professions.

(3) It will implement a systematic diagnostic program of individualized instruction involving:

(a) Pre-testing (program entrance level)

(b) Continuous diagnostic procedures based on pre-tests

(c) Individualized and small group instruction

(d) Post-testing (program exit level)

The basic thrust of competency based reading lies in four main assumptions of andragogy that are different from those of pedagogy:

(1) College students are more likely to be self-directed. The competency based reading program will take this into consideration.

(2) A college student's background has been enriched with a variety of life experiences, thus our CBR Program will take into consideration vast experiences.

(3) Pedagogy assumes that children are ready to learn what they "ought" to learn. Andragogy suggests that students should learn what they need to learn to function effectively in their many roles.

(4) Children have a subject-centered orientation to learning, while college students have a problem-centered orientation to learning. For children, it is a (delayed process). Elementary schools prepare children for secondary school, which prepares them for college, and college prepares them for work. The college students' time perspective is one of immediacy.

These andragogical assumptions are supported widely through research based on studies of adult learning by M.S. Knowles, 1973 and James Schiavone, 1978.

Students deficient in reading skills who wish to pursue a college program in which these skills are necessary need to have a specially structured program of study designed for immediacy of application.

The child student and the college student have about the same goal, "the ability to read independently," but the college student begins with different input. Basically he has both a wider range of experiences and immediate need to apply what he will learn. Thus motivation is much more specific and impelling for the college student, since it is based on need.

On the basis of these assumptions and principles and other adult learning theories, Jefferson State will use the CBR program to meet the various learning needs of its students and to actualize its goal of providing for a strong developmental learning program. This is in direct accord with Jefferson State's task as an "open-door" two-year postsecondary institution.

The CBR program will be specifically designed for underprepared students at Jefferson State Junior College. It should remediate significiant deficiencies in the college population.

CBR is strong in that the program will be able to:

(1) Identify college students who need to improve reading skills

(2) Take these students and group them as to individual skill needs

(3) Use methods and materials appropriate to their age and interest

Specific Activity Objective

To improve reading skills, in those students identified as remedial, 1.5 grade levels per quarter until defined competency has been attained.

Remediation measures, for those students, referred to or placed in the CBR program, having been properly diagnosed, will be geared through a sequence of instructional levels. These levels, being sequential, as well as suitably controlled in difficulty, should provide confidence for the student, thus eliminating failure.

This objective is a logical extension of the institution's goal of providing developmental education and will accommodate the underprepared and/or disadvantaged student so that he can successfully pursue college studies.

Implementation Strategies

Implementation of the CBR program will involve the following aspects:

(1) Organization and establishment-hiring of staff, training and in-service, etc.

(2) Defining a level designated as minimum competency - a thorough review of the literature and research in the area of reading will be carried out during the organizational stage of CBR. This review along with authoritative consultants, visitations, and workshops will contribute to defining a minimum level of reading competency for college students. consideration will be given to the average readability of textbooks being used in Jefferson State college courses.

Faculty members will be involved in this phase of CBR through in-service programs. Faculty in-service will involve at least 20% of the entire Jefferson State faculty designated from every department.

These designated faculty members will be responsible for disseminating information to the remaining members in each department. This possibly may be done through departmental meetings, leaflets, newsletters, etc.

(3) (a) Large group in-service training to equip faculty members with the ability to effectively manage continuous reading skill development within their content curricula for students with varying levels of competency.

(b) Small group or departmental faculty in-service programs in reading. Again, faculty members will be directly involved in providing for the

needs of underprepared college students through textbook selection (faculty members will be taught to do textbook readabilities), providing for individual differences through varied instructional techniques and use of different learning modalities.

(4) Implementation of competency based objectives that are clear to both instructors and students.

(5) Designing a reading curriculum based on andragogical principles and assumptions (earlier defined in program rationale).

(6) Purchasing of equipment and software. This aspect will involve updating the present reading lab. (Multi-leveled reading materials for instructional purposes ranging from grade three through freshman college, paperback libraries, tapes, and skill books will be among the software purchased).

(7) Continuous progress accomplished with assistance of two lab assistants.

The student's need for the instruction provided by CBR will be determined by using standardized and/or criterion--referenced tests for placement and diagnostic purposes.

Instructional Considerations

The organization and content of the skill modules will be guided by the need for the student to:

(1) Use instructional materials that are relevant to a college student's academic purposes and suited to his age, background, and experience.

(2) Transfer or apply the skills taught to the different content areas in order to achieve lasting and effective reading improvement.

(3) Participate actively in the learning process in order to master the skills taught.

(4) Use instructional materials which are suitably controlled in difficulty.

CBR will meet the first two needs by using general reading of high interest to adults and also content-area readings. The content-area reading will include math, natural sciences, the humanities, the behavioral sciences, business, and other career areas.

Because students must deal with vocabulary, ideas, inferences, and various critical reading skills, the student will be encouraged to apply the different skills to other content areas.

To meet third need, CBR required that each concept taught be fully explained and then reinforced with a student activity or activities (workbooks, ditto sheets, discussions, tests, etc.). To further meet the third need, CBR will expand into a sequence of levels so that a student can begin at a lower level and advance to a higher level without the stigma of failure.

To meet the fourth need, CBR will select materials and readings to represent not only different content areas but also a range of reading difficulty. The CBR program will insure readability levels by using Fry's Readability Scale in addition to the publisher's choice.

The CBR program staff will be of explicit value to students of Jefferson State Junior College who are underprepared for college work; however, success will also lie in: (1) student motivation and attitude and (2) student participation(regular class attendance, etc.). Many of these students will have the characteristics of what is assumed to be " The New Student." "This student's profile is characterized as one who avoids work, reads little, seems passive and incurious, needs a great deal of structure and reinforcement and seems to lack communication skills" (Cross). The CBR program staff will pursue every effort possible to insure student motivation and progress.

Staffing

The Competency Based Reading Program for Adults will be staffed by: (1) a program director and (2) a minimum of two lab assistants.

The program director will have administrative responsibility for the competency based reading program and will be fully equipped to carry out such

responsibilities as testing, program design, implementation, and individualized-diagnostic instruction. The reading director will be administratively responsible to the Chairman of the Language Arts Division; the Associate Dean of Arts, Letters and Physical Education; and the Dean of Instruction. This person will further be responsible for:

(1) Placement, student counseling, referral

(2) Remedial reading instruction

(3) Diagnosis

(4) Continuous review of effective reading programs for two-year students (visitations, workshops, etc.).

(5) Faculty in-service training (with the appropriate assistance)

(6) Periodic staff meetings and training sessions with reading lab assistants

(7) Dissemination of information

Since competency based reading will require a great deal of planning and individualized instruction designed on the basis of diagnosed needs, a minimum of two lab assistants will be hired. These lab assistants will be primarily responsible for: (1) record-keeping, (2) assisting students in locating materials (3) tutoring as specified, (4) checking out materials (books, magazines, etc.) before, during and afterscheduled reading lab hours, (5) keeping the lab open to provide flexibility for student activities, free reading, etc.

These lab assistants will have some general knowledge of reading activities and be specifically made aware of instructional needs of low-income students. In addition, they will help develop effective communications and establish rapport with students in the reading program.

Lab assistants will be selected on the basis of academic competence and ability to relate effectively with students from various backgrounds.

Cooperative Arrangements

The University of Alabama in Birmingham wil provide consultants, and other designated consultants with expertise in the area of secondary reading will also be utilized.

Consultants will review all aspects of the program activity, and analyze materials as well as methodology utilized throughout the grant period. Their recommendations will be used to refine the CBR program.

ACTIVITY EVALUATION

Competency Based Reading

The evaluation design of Competency Based Reading is to provide regular systematic feedback of information relevant to the needs of underprepared junior college students, such as Jefferson State student body. This feedback can be used to make sound judgements leading to achievement of the program objectives. The evaluation design will include: (1) baseline evaluation, (2) summative outcome evaluation, and (3) formative progress evaluation. Regular external evaluations will also be performed by professionals who will summarize their observations and recommendations in reports to the college.

(1) Baseline evaluation data will be obtained prior to initial instructional activities of the project. The instruments to be utilized in the fall of 1979 testing will be the Gates-MacGinite, Forms 1 and 2; Diagnostic Reading Test, Survey Section, Revised edition--forms A,B,C,D,E,F,G,H--and possibly other criterion-referenced tests and informal reading inventories. These instruments will be administered to identify the student's instructional, frustrational and independent reading levels.

All students entering the CBR program will be administered the appropriate level or form of selected tests in order to provide the necessary baseline data. Inherent in this design is the fact that all students will be tested with these widely norm-referenced tests, which will help to design an instructional program that will insure increasing reading ability.

Such a technique should facilitate measurement of reading growth as evidenced by performance.

These data will be collected to: (1) determine the reading skills needs to be attacked by the instructional objectives of the program, (2) determine placement in the reading lab instructional component and (3) serve as control data for comparisons of student progress. Where appropriate, the program

director will supplement the testing results with data from prior achievement records, attitude findings, attendance records, etc.

(2) Summative outcome evaluation data will be obtained through the use of alternate forms of tests administered. Alternate forms of the Gates and Diagnostic Reading Tests will be administered at the end of the fall quarter, 1979. These forms will be utilized to determine learning effect in the CBR program

Data from the baseline component and the second testing after skill treatment will be analyzed.

A second outcome predicator which is significant and should support competency based reading is the overall improvement of grades.

(3) Formative evaluation will be accomplished as follows:

The performance evaluation instruments or techniques listed below will be used to determine whether progress is being made toward achieving the main goal of competency based reading:

(a) A consultant-prepared pre-test or survey of faculty members on their understanding of CBR and priority reading skills to be administered by the consultant and/or the program director.

(b) Faculty in-service training, based on the findings, to insure teacher knowledge of those priority skills and mehtods of instruction specifically for college students.

(c) A follow-up activity to evaluate the success of the consultant-planned in-service training. This will be done through periodic checklists and faculty evaluation of the in-service training to determine the faculty's increased knowledge of the reading skills program.

(d) A survey of students to be affected by CBR to evaluate each of the following affective behavioral outcomes:

1. Attitudes toward reading
2. Confidence in their reading ability
3. Satisfaction with their reading instruction
4. The importance of reading skills

(e) Formative evaluation will further address to the following questions:

1. Is success of the course related to the initial reading level of the student?

2. Is success related to attendance?

3. Is success related to the curriculum and matriculation status?

4. Since this program is designed for college students, how do the students compare to younger students?

5. Do students in competency based reading courses do better than students in traditional college reading courses?

Performance Evaluation Measure

Objective: To improve reading skills for remedial students, 1.5 grade levels per quarter, until defined competency is attained.

PEM: At the end of each quarter during the grant period, the CBR program director will have on file pre- and post- test comparisons of standarized and/or criterion-referenced test results, reflecting a gain of 1.5 grade levels, by at least 75 percent of students enrolled in the program.

Remedial reading students are those reading two or more grade levels below expectancy (level student shoud be performing on).

Pre-testing will constitute baseline data before skills treatment. This data in comparison with post-test data will demonstrate gains.

Placement tests to be administered are (a) Gates-MacGinite, forms 1 and 2, (b) Diagnostic Reading Test, Survey Section.

These tests will be administered by the program director and filed in the reading lab.

ABSTRACT

Describes a reading program based on principles appropriate to an "open door" institution. Attempts to identify a level of reading competency for underprepared college students which will enable them to successfully pursue college studies. Program diagnostically designed to remediate basic skills through sequential levels. Assumes the responsibility both of teaching "survival skills" and preparing scholastically oriented students.